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An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940.

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AN OCCUPATIONAL STUDY OF THE COLLEGE OF AGRICULTURE GRADUATES OF LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE, 1931-1940

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ABSTRACT

This study had as its purpose the determination of the after-college activities of a selected group of the graduates of the College of Agriculture of Louisiana State University and Agricultural and Mechanical College and to reveal relationships between these activities and their college study. A questionnaire was mailed to graduates of the classes of 1931 through 1940. Names of 961 graduates were secured from the official commencement programs of these years. Addresses were obtained from the files of the Alumni Federation and other sources. It was determined that 35 of the 961 were deceased. Responses were received from 662 individuals or 68.9 percent of the living graduates.

The following facts were evident:

(1) Approximately 40 percent of the graduates of this period chose agricultural education as their field of major study and the next largest group studied home economics and forestry, respectively.

(2) Of these 662 alumni, 73.4 percent lived in Louisiana. Twenty-one and eight-tenths percent were residing in the other states and lesser percentages were located in territories of the United States and in foreign countries.

(3) Approximately 21 percent of the alumni studied had earned an advanced degree or comparable award since graduating.

(4) Teaching was the first occupation of 44.3 percent of these graduates.

(5) Alumni tended to leave original positions in teaching or with agencies of the United States Department of Agriculture and to find employment in business and industry, in local and state government, and in educational administration.

(6) Only a small percentage of these graduates were engaged in full-time farming but more than one-fourth were operators of farm land. Beef cattle production was the enterprise emphasized most in their farming programs.

(7) Most graduates of the College of Agriculture had contracted stable and lasting marriages. Women graduates were single, widowed, and divorced in greater proportion than men but compared favorably with other American college women. The average male graduate had more children than the average female graduate.

(8) Approximately one-half of the men in this group had served in the armed forces, but no women graduates had so served.

(9) Median yearly income of the graduates studied was $5,385. Women graduates earned $3,595 annually as compared with $5,524 earned by the men.

(10) Highest pay went to graduates of the animal industry, agricultural engineering, and agricultural economics curriculums with graduates in home economics, agricultural education, and dairying having the lowest incomes.

(11) Graduates with Master of Science degrees earned slightly more than those with Bachelor of Science degrees. Alumni with doctor's degrees earned more than those with Master of Science degrees and possessors of Master of Forestry degrees had the highest income of any degree group.

(12) Graduates who lived outside of Louisiana received more money than those who remained in the state.

(13) Veterans made slightly less money than non-veteran male graduates.

(14) Highest paid occupational group were full-time farmers, commercial agricultural employees, and non-agricultural workers.

(15) Graduates employed by private enterprise had higher incomes than those who worked for governmental agencies.

CHAPTER I

INTRODUCTION

The Land-Grant Institutions of the United States have not emerged as the result of any clearly conceived plan proposed by any leader or group of leaders in American education.[1] Rather, they are the product of conflict and compromise and, as such, represent a development of the combined will of the American people. Since first proposed, their establishment and growth have been a lively political issue and remains so until this day. Citizens of every degree have not hesitated to hold and express definite opinions on their purpose and destiny. Their support has come alike from men of unique and far-reaching educational perspective and others of narrow vision and bitter prejudices. The opposition has numbered not only the intrenched interests of special groups but highly respected educational leaders.[2] Public apathy and political defeat delayed their establishment. They were born by skillful political maneuver in the midst of the darkest days of the Civil War.[3] The War itself favored their establishment because Congress would not likely have passed the Morrill Act of 1862 had the

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[1]Eugene Davenport, "An Address to the Forty-Fifth Annual Convention of the Association of Land-Grant Colleges and Universities," The Spirit of the Land-Grant Institutions (Association of Land-Grant Colleges and Universities, 1931), p. 24.

[2]W. J. Kerr, "An Address to the Forty-Fifth Annual Convention of the Association of Land-Grant Colleges and Universities," The Spirit of the Land-Grant Institutions (Association of Land-Grant Colleges and Universities, 1931), p. 14.

[3]Davenport, op. cit., p. 27.

absent Southern Members of Congress been present to press their opposition.[4] The Morrill Act was overwhelmingly supported by the Members of Congress who were present but not for clear-cut and consistent reasons. Some favored the bill because of a genuine desire to establish a more practical system of education. To others, it represented only a convenient way to distribute government lands to meet the demands of the western farmers and the land speculators. And, as if the favor of these two divergent groups was not enough, an amendment was added to make the bill a National Defense Measure and garner additional votes on patriotic grounds.[5] Only a short time before the Battle of Bull Run had been fought and lost by the Northern forces a few miles from Washington and the addition of military tactics to the list of subjects to be taught in the new institutions was well designed to capture the interest of the hour.[6]

But even the passage of the organic Morrill Act did not begin a period of uninterrupted development for these schools. Educational opposition,[7] public indifference,[8] wasteful administration,[9] and outright graft

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[4]Samuel D. Halliday, History of the Federal Land Grant of July 2, 1862. (Ithaca: Ithaca Democrat Press, 1905), p. 6.

[5]W. O. Thompson, "An Address to the Forty-Fifth Annual Convention of the Association of Land-Grant Colleges and Universities," The Spirit of the Land-Grant Insitutions (Association of Land-Grant Colleges and Universities, 1931), p. 53.

[6]Davenport, op. cit., p. 33.

[7]Ibid., p. 30.

[8]Thompson, op. cit., p. 51.

[9]Halliday, op. cit., p. 20.

were all involved in their slow growth and establishment.[10] The idea of a new kind of education, which had been dimly perceived by a few, was so buffeted in the arena of public controversy, so modified and reinforced by the thinking of many minds, that it resulted in new social institutions not created by individual men but formed by the restless, rasping arguments of a vigorous people who were not satisfied with older educational establishments.

The eighty-six Land-Grant Institutions have not grown in seclusion or quiet. Today, the many aspects of their work reach into every area of the individual states and into the various levels of their educational, economic, and social life and the fruits of their efforts have been shared by peoples of all countries. These institutions are still malleable to the will of the people. They still become embroiled in public controversy and are modified as a result. They are never finished but are always being formed anew. A single demagogue or scholar may dominate the existence of such an institution only for a moment and then it will become, once more, the product of the aspirations, not of a man, but of a people.

Louisiana State University and Agricultural and Mechanical College is one of the institutions whose establishment was authorized by the Morrill Act of 1862. The program of this University included numerous functions in the fields of research and experimentation, extension education, and technical assistance to the citizens in their daily occupations. The work of the University in all of these areas is subject to the constant

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[10]Benjamin Francis Andrews, The Land Grant of 1862 and the Land-Grant Colleges. Bureau of Education Bulletin, 1918, No. 13. (Washington, D.C.: Government Printing Office, 1918), p. 17.

scrutiny and evaluation of the institution itself as well as that of the people of Louisiana. This particular study is concerned with another function which is as vital as any of those that have been mentioned - the preparation of the regularly enrolled students on the University campus to assume a contributory place in the life of Louisiana and the nation. In a small way, this investigation will attempt to provide material useful in evaluation of this aspect of the program of the University.

The Problem

This study is entitled An Occupational Study of the College of Agriculture Graduates of Louisiana State University and Agricultural and Mechanical College, 1931-1940. Its purpose is to determine the relationship between the occupations of a selected group of graduates of the College of Agriculture of Louisiana State University and Agricultural and Mechanical College and their major fields of undergraduate study. Special interest will be shown in the number of these graduates who actually engaged in farming. Compilation of information basic to consideration of the contributions of Land-Grant Colleges to our national life is an additional purpose. It is the aim of the study to determine the acceptance of these College of Agriculture graduates into the life of our society insomuch as that acceptance is indicated by their ability to find a place to do work considered of economic value by society.

History

Land-grant institutions have long been interested in the activities of their graduates after leaving college. One important aspect of the Survey of Land-Grant Colleges and Universities conducted in the late twenties by the United States Office of Education was an extensive inquiry into the success of the graduates of these institutions in their post-college situations.[11] Purdue studied the occupational opportunities and the economic status of its recent graduates in 1935.[12] Several other institutions made similar investigations. A number of listings of outstanding leaders developed by land-grant institutions have been prepared as well as many general statements of the achievements of their graduates. An example is this quotation from Kerr:

> Greatest of all contributions of the land-grant institutions has undoubtedly been in the education of youth. This, according to the original land-grant act, is the "leading object" of these institutions. From them have gone out literally thousands of leaders in nearly every walk of life.[13]

At the 1949 convention of the Association of Land-Grant Colleges and Universities this interest culminated in the appointment of a committee to develop a plan for a national survey of graduates of colleges of agriculture. Dean Sam B. Shirky of the University of Missouri was appointed chairman of

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[11]Arthur J. Klein, Survey of Land-Grant Colleges and Universities. Office of Education Bulletin, 1930, No. 9, Vol. 1 (Washington, D.C.: United States Government Printing Office, 1930), 998 pp.

[12]Edward C. Elliot, Frank C. Hock and Jack E. Walters, Occupational Opportunities and the Economic Status of Recent Graduates (1928-1934) of Purdue University (Lafayette, Indiana: Purdue University, 1935), 24 pp.

[13]Kerr, op. cit., p. 21.

this committee. A basic questionnaire was prepared with the expectation that it might be supplemented as desired by individual institutions. Institutions were urged to begin local surveys and studies and an appreciable number have done so.[14] Upon the suggestion of Dean J. G. Lee, Jr. of the College of Agriculture and Dr. M. C. Gaar, Professor of Agricultural Education, and, after correspondence with Dean Shirky, the writer assumed responsibility for Louisiana State University and Agricultural and Mechanical College's part in this national study.

Delimitation

This inquiry is limited to those former students of the College of Agriculture who were recipients of Bachelor of Science degrees and who gradutated during the years 1931 through 1940. The graduates of these ten years were chosen for study because this period included the time of Louisiana State University and Agricultural and Mechanical College's greatest pre-war expansion and yet did not include the classes of the disturbed war years. Now that more than twenty years have passed since some of these ex-students have graduated, it is felt that sufficient time has elapsed for them to be well-settled into their life's work.

Procedure

Names of the College of Agriculture graduates of the classes of 1931 through 1940 were taken from the official commencement programs

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[14]Sam B. Shirky, "National Survey of Graduates of Colleges of Agriculture." (Report submitted to the Resident Instruction Section of the Association of Land Grant Colleges and Universities, 1950), 6 pp.

of those years. A total of 961 names were obtained in this manner. Addresses were secured from the files of the Alumni Federation, from the offices of the various departments of instruction in the College of Agriculture, from the office of the Dean of the College of Agriculture, from city directories and phone books, and by personal inquiry from faculty and staff members and visitors to the campus. Questionnaires and a letter of explanation were mailed to all graduates for whom any address could be obtained. These letters were mailed by the author over the signature of J. G. Lee, Jr., Dean of the College of Agriculture. At a later date all of those who failed to reply to the first inquiry were sent follow-up letters and additional questionnaires. As letters were returned because of incorrect address, an additional attempt was made to determine the location of the graduates and the questionnaires were mailed out again. In this manner questionnaires were sometimes mailed to an ex-student at several addresses in the hope that one of them would be forwarded to him. It was determined from the records of the Alumni Association or from correspondence from relatives received in reply to the questionnaire that 35 of these graduates are now deceased and that many of this number were killed during World War II. From the remaining 926 a total of 662 questionnaires were received which represents replies from 68.9 percent of the members of these classes who are now living.

CHAPTER II

SURVEY OF RELATED STUDIES

Although there is considerable reason to doubt that the American Dream of universal free education from kindergarten to graduate school has yet become an accomplished fact, as some have reported,[1] the progress toward making the dream come true has upset age-old scholastic patterns and aroused controversy. Higher education, particularly, has normally been the province of the privileged and the few. Nietzsche's statement that "the education of the masses cannot...be our aim; but rather the education of a few picked men for great and lasting work" can be accepted as representative of the attitude of many traditional educators toward higher education.[2]

The well-entrenched position of this type of thinking is emphasized by the following quotation from Fines.

> Education in Europe at the time of the founding of this country was intended for the upper classes; any idea of free education at public expense was preposterous. It is therefore all the more remarkable that so many prominent American leaders were slowly able to break away from the ironbound tradition of classicism and "education for the few" that continued to prevail in the eighteenth and nineteenth centuries. But educators by and large clung tenaciously to the concept of limited schooling; policies and curricula were such that for the most part only the sons of the wealthy went to college. Practical courses were unknown.

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[1] Samuel Eliot Morison, and Henry S. Commager, The Growth of the American Republic (New York: Oxford University Press, 1942), p. 313.

[2] John S. Brubacker, Editor, Eclectic Philosophy of Education (New York: Prentice-Hall, Inc., 1951), p. 226.

> The struggle to introduce vocational and technical courses in the curriculum was long and bitter. But industrial society profoundly changed the educational picture. It weakened the inherited traditions, created new educational forces and institutions, and stimulated the expansion of schools and colleges.[3]

That today we have considerable faith in our Dream is evidenced by the more than two billion dollars our nation spends each year in its attempt to give college training to an ever increasing number of its citizens.

> We have 1,301 colleges, universities, teacher's colleges, professional schools, and technical schools qualified to grant degrees in higher education--which is just about as many as can be found in all the nations of the world combined. Some 2,500,000 of our young folks--about one boy and girl out of six between 18 and 21--have been attending them. Never in the history of education has there been anything like this. Never in any other time or country has the college degree been so commonplace, or considered a prerequisite for so many jobs and careers.[4]

But this numerical progress of higher education did not still the contention that the whole idea of higher education on an expanded scale was "preposterous." Foerster, as an example, made these statements:

> The American state university has progressively tended to subvert the higher interests of American democracy. It has devoted itself to ends that are not ends, to truths that are only half truths, to services that have turned out to be disservices, to practicalities that have become impracticalities and absurdities.
>
> Abundant criticism is now being directed against the university, from without and from within, impressing upon it the need for some sort of reform.
> ....

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[3]Benjamin Fine, Democratic Education (New York: Thomas Y. Crowell Company, 1945), p. 41.

[4]Ernest Havemann, and Patricia Salter West, They Went To College (New York: Harcourt, Brace and Company, 1952), p.3.

> Only a small and ineffective portion of the criticism of our higher education rests upon the conviction that the problem is far deeper and more serious than is commonly realized, that the needed changes are in the realm of spirit and ends, that a decisive shift is demanded in our whole modern philosophy of education and of life, and that without such a shift our institutions of higher learning will assist, rather than resist, the forces that are disintegrating democratic civilization.....
> .....
> The universities for the people, advocated by Turner and his contemporaries and developed with splendid energy in the epoch between the Civil War and the economic collapse of 1929, naturally reflected, more clearly than most of the private colleges and universities, the public temper...They were the expression, in terms of higher education of Jacksonian democracy and the humanitarian movement. They reflected, not so much the purposes of the founders of the nation or the spirit of the Constitution, or the diminishing capital of the humanistic and Christian traditions, as the newer impulses making for direct democracy, social leveling, applied science, and material success. More and more turning away from the past, with its aristocracies, its Christians and gentlemen, its imposition of human culture upon the natural man, they concentrated upon the pressing claims of the present and dreamed of a golden future in which the natural man, free, equal, and fraternal, might at last fully express himself. For the time being, if not forever, the natural man must be the economic man, the conqueror of physical nature and the creator of an industrial order. To train the natural man to fulfill his appointed task seemed to be the proper function of American collegiate education, especially in the universities maintained by the public. Assuming this to be their function, the state universities met a warm response from the public. By the twentieth century they came to occupy a prominent place among the modern instruments of education.....
> ..... In the decade before the depression, the state universities imaged with startling vividness the materialistic society which they served.[5]

So, even as campuses and physical plants grew and enrollments climbed to new highs there were men of good repute, such as Foerster, who denied the validity of our Dream and declared that our progress was only illusion.

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[5]Norman Foerster, The American State University (Chapel Hill, North Carolina: The University of North Carolina Press, 1937), p. 59.

No wonder that in recent years there has developed a great interest in determining the nature of the American college graduate - in finding whether or not his training gave him adequate preparation for his life after college, and if the American nation had been justified in expending money, effort, and resources to provide such training for him. This writer will here review some of the representative studies of college alumni which have resulted from this interest. First to be considered will be three large over-all studies of American college graduates as a group. Next, we will examine specific investigations of the graduates of individual colleges and universities of varying types, and finally, we will consider the results of several studies of graduates of Land-Grant Institutions.

Three particularly interesting over-all studies of American college graduates have been made during the past twenty years. The first of these was conducted by the United States Office of Education during 1936-37 in cooperation with 31 colleges and universities and was financed by the Emergency Relief Appropriation Act of 1935.[6] A local project administrator was appointed in each of 31 institutions to take charge of the research. Under the direction of this administrator the personnel of the project in each institution mailed copies of a uniform questionnaire to the graduates of that particular college or university. A total of 95,453 questionnaires were sent to alumni who received bachelor's degrees in the graduating classes of 1928 to 1935, inclusive, and 46,138 were returned in usable form. Greenleaf, who was the national coordinator of this investigation

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[6]Walter J. Greenleaf, Economic Status of College Alumni, Office of Education Bulletin No. 10, 1937 (Washington, D.C.: Government Printing Office, 1937), p. ix.

for the Office of Education and who reported its results in 1937, estimated that these 46,000 alumni represented a 5 percent sampling of the college graduates living in the United States in 1936.[7] The cooperating institutions were selected from the 130 institutions in the United States at that time that included graduate schools or departments in their organization. The 31 schools varied widely in almost all other factors except this one. One was a Negro university and returns from its alumni were considered separately from the other 30. Included in the 30 white colleges and universities were institutions with small and large enrollments who received financial support from both private and state sources. Eight were located in the East, eight in the North, six in the South, and eight in the West.[8]

Greenleaf attempted to utilize the results of this study to describe as accurately as possible just what manner of men and women the American college graduates were. He found, for example, that the typical graduates of these 30 institutions were over 22 and less than 23 years of age at the time of their graduation with the women being a few months younger than the men. Men graduates in the West tended to be almost a year older than the national average and those of the South several months younger. Southern women graduates also were somewhat younger than those of the rest of the nation while those of the East and West were a few months older than the average.[9] The study indicated that men graduates married earlier and

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[7] Ibid., p. 1.

[8] Ibid., p. 3.

[9] Ibid., p. 6.

in larger proportion than women graduates with the percent of those graduates who were married increasing rapidly during the first eight years out of college. Of the eight classes included, 47 percent of the men and 36 percent of the women were married.[10] Consideration of the families of these alumni indicated that college graduates were not having children in sufficient numbers to replace themselves. Married men with children averaged 1.5 children per family while the women graduates with children averaged only 1.4. Fifty-seven percent of the married men and 61 percent of the married women had no children at all.[11] A more encouraging aspect of the family life of these graduates was the report that their marriages were less likely to end in divorce than the marriages of the population of the country as a whole. These alumni had a rate of 19 divorces per 1,000 marriages or 360 divorces out of a total of 18,592 marriages. The number of divorces was proportionately higher for women than for men, the rate being 38 per 1,000 marriages for the women, and 10 per 1,000 for the men. The divorce rate for both men and women was distinctly higher in the West and lower in the South than in other sections.[12]

As reported by Greenleaf this study indicated that American college graduates were, for the most part, large-city dwellers. Better than half of the graduates of both sexes lived in cities of 100,000 population, or more. Fourteen percent of the men and 15 percent of the women lived

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[10] Ibid., p. 11.

[11] Loc. cit.

[12] Ibid., p. 12.

in cities of 5,000 to 25,000 population. The third largest group - 11 percent of the men and 12 percent of the women - lived in small towns of less than 2,500. A larger percentage of the graduates who lived in the South were located in towns of less than 5,000 but even in this area the small town citizens were in the minority including only 31 percent of the men and 27 percent of the women alumni.[13]

As far as the undergraduate field of study was concerned, American men and women college graduates differed greatly. More men majored in some phase of engineering than in any other field while education was the most popular major for women. More than 18 percent of all men graduates were trained in engineering, slightly over 16 percent majored in business administration, and more than 3 percent studied in each of the following areas: chemistry, education, law, economics, history, agriculture, English, and zoology. One out of every four women graduates, or 26.3 percent, majored in education. English was the next most popular selection with three percent or more of the women choosing each of the following fields: Home economics, history, modern language, sociology, and business administration. Greenleaf warned the readers of his report that the results of this study might be less likely to be representative of the country as a whole when details of curricula were considered than when attention was directed to such general features as age or number of children.[14] It may be necessary to point out here that only eight of the Land-Grant Institutions of the nation were included in this study. Obviously, the percentage

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[13] Ibid., p. 17.

[14] Ibid., p. 26.

of men majoring in agricultural fields was directly affected by the number of Land-Grant Institutions included in the investigation.

Most of these graduates seemed to have done a reasonably good job of anticipating post-college employment opportunities when they selected their college majors. The first position of approximately 60 percent of both men and women was in the same field or in a closely related field to their major work in college. This relationship was higher in the earlier classes, however, and indicated that in the depression days of high unemployment graduates were more likely to accept whatever jobs were available without reference to their field of college study. The data indicated that a higher percentage of men were likely to find employment in their field of specialization in the years after graduation than were able to do so immediately on graduation. In contrast, as the years since graduation increased, women graduates were less likely to be working in areas related to their major field of study in college.[15]

Unemployment was a definite factor in the lives of college graduates during the years studied by this project. Forty-two percent of the men and 39 percent of the women reported that they were idle one or more months after graduation. The class of 1932 suffered the most with unemployment for some period in the cases of 49.7 percent of the men and 45 percent of the women graduates. Greenleaf presented the unemployment situation faced by these graduates in the following table which was based on the lowest and highest medians of class groups.

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[15] Ibid , p. 28.

TABLE I

TYPICAL PERIOD OF UNEMPLOYMENT AFTER GRADUATION, AND BEFORE PERMANENT EMPLOYMENT, 1928-1935[16]

Section	Number of Months Unemployed	
	Men	Women
East	4 to 9	5 to 12
North	4 to 8	5 to 10
South	3 to 6	4 to 12
West	3 to 6	3 to 12

In spite of the serious economic condition of the country as attested by these statistics, the majority of college men and women found work on graduation, with 57.8 percent of the men and 60.7 percent of the women reporting that they had not been unemployed since leaving their alma maters. Only 453 men and 222 women out of more than 46,000 contacted, or about 1.53 percent, indicated that they had been on public relief during the period studied. More eastern men graduates were on relief than any other group but even in this case the number so reporting was only 2.13 percent of the total.[17]

In discussing the actual occupations in 1936 of these 46,000 alumni, Greenleaf used the following classifications:

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[16] Ibid., p. 51.

[17] Ibid., p. 54.

Professional Pursuits: Architecture, athletics, dentistry, engineering, journalism, law, medicine, ministry, nursing, pharmacy, research, teaching, and other professional work.

Trade: Business, banking, insurace, merchandising, and real estate.

Transportation: Railroad or bus, airline, marine.

Communication: Radio, telephone.

General: Agricultural, clerical, domestic, fishing, forestry, manufacturing, mechanical trade, mining, public office, and other.[18]

On the basis of these classifications it was found that the graduates were employed as shown by data in Table II.

TABLE II

OCCUPATIONS OF 46,000 COLLEGE GRADUATES[19]

Classification	Men	Women
	Percent	
Professional	63.4	66.8
Trades	16.9	4.0
Transportation	.9	.1
Communication	1.4	.3
General	17.4	28.8
Total	100.0	100.0

The salaries paid college graduates in 1936 are indicated by information presented in Table III.

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[18] Ibid., p. 68.

[19] Ibid., p. 69.

TABLE III

SALARIES PAID 46,000 COLLEGE GRADUATES IN 1936[20]

Years out of college	Men-Median Salary	Women-Median Salary
1	$ 1,314	$ 1,092
2	1,455	1,220
3	1,551	1,269
4	1,684	1,321
5	1,847	1,355
6	2,008	1,459
7	2,138	1,547
8	2,383	1,606

In general, those graduates who had been out of school longest were drawing the highest salaries. Graduates of colleges with enrollments over 3,000 were paid higher than those from the smaller institutions. This difference amounted to $61.00 for the men and $194.00 for the women in the group that had been working one year and $284.00 for the men and $283.00 for the women in the group eight years out of college. Salary scales for men were consistently higher than those for women except that older women generally received more money than younger men.[21] In comparing the salaries paid in specific occupations, it was found that the best paid positions for college men immediately after graduation were in the fields of dentistry, forestry, and telephone work with salaries typically over $2,000 in these occupations. After eight years, groups who were earning typical salaries of $2,500 or more were in dentistry, medicine, law, public office,

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[20] Ibid., p. 65.

[21] Ibid., p. 63.

architecture, insurance, research, forestry, business, and telephone work. Among the best paid occupations for a woman during her first year out of college were nursing and teaching. The median salary for nursing was $1,692 and for teaching, $1,236. Eight years after graduation, alumnae were best paid in the fields of research, nursing, teaching and business with median salaries varying from $1,575 to $2,425.[22] In referring to the men, Greenleaf said,

> A typical graduate will enter an occupation paying about $1,321 (median) for his first year, and after 8 years will be receiving $2,416 (median). These figures, however, show central tendencies only, since 11 percent of the class out of college 8 years are receiving from $4,000 to $5,000 or more, and another 11 percent are receiving $1,500 or less.[23]

The typical salary of a woman one year out of college was $1,109, compared with $1,608 for the women 8 years after graduating.[24]

Two of the three general studies of college graduates that the writer is reviewing here were sponsored by the same agency - Time Incorporated. As a result of studies that this corporation made of subscribers to its magazines, it became interested in knowing more about the American college graduate. The first of the two investigations was begun in 1939 and was based on an alphabetical cross-section of all graduates of American colleges and universities living in the United States, who graduated before 1940. Through the cooperation of 1,048 institutions located in every state of the Union information was secured from 10,146 graduates who constituted

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[22] Ibid., p. 71.

[23] Loc. cit.

[24] Loc. cit.

38/100 of one percent of the 2,700,000 estimated graduate population then resident within the United States. Elaborate tests were made to determine the validity of this sample and to insure that it was truly representative of all the living American College graduates.[25]

According to Babcock,[26] who reported this investigation for Time Incorporated, 6,399 of this 10,146 person sample were male and 3,747 female, which indicated one of the characteristics of this group that he called the "Graduate Bloc." It was predominantly male. However, this male predominance was a rapidly declining factor and where there were four men graduates for every one woman in pre-1900 classes, this ratio had been reduced to two women to every three men during the decade beginning in 1930. Another of Babcock's preliminary findings was that the "Graduate Bloc" was a young group with the median graduate being only 35.9 years old compared with the 40 years of the median United States adult.[27]

Conclusions drawn from this investigation in relation to the family status and home life of college graduates corresponded closely, for the most part, with Greenleaf's findings.[28] Babcock made careful comparisons of various age groups of graduates with statistics of the United States population taken from the 1930 census and then made this statement:

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[25]F. Lawrence Babcock, The U. S. College Graduate (New York: The Macmillan Company, 1942), p. 50.

[26]Ibid., p. 9.

[27]Ibid., p. 11.

[28]Greenleaf, op. cit., p. 11.

> Male graduates are just about as likely to get married, possibly more so, as the average of all U. S. males; but...female college graduates are conspicuously less likely than are U. S. women as a whole. Indeed, the percentage of single women graduates is nearly double that for all U. S. women. These comparisons imply that a college degree is likely to lead women to spinsterhood, but not lead men to bachelorhood. Taking the figures for graduates alone, better than 70 percent of the men are or have been married, against about 50 percent of the women.[29]

Babcock agreed with Greenleaf that the marriage of college men were less likely to end in divorce than those of the United States population as a whole but he did not agree that the marriages of college women had resulted so favorably.[30] Babcock's sample included older alumnae whose marriages had been conspicuously less successful than the marriages of the younger women graduates studied by Greenleaf, and it was probably this group that caused the variations between the two reports.

If the 10,146 alumni contacted in this investigation were truly representative of the 2,700,000 college graduates in the United States, then the median size family of college graduates not living alone was 3.00 persons for men and 2.91 persons for women. This is in comparison with a median size family of 3.61 for all United States families excluding one-person families. A comparison of mean size families indicates in the same manner that the "College Bloc" is not reproducing itself numerically. After considering this information, Babcock makes the following statement:

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[29]Babcock, op. cit., p. 13.

[30]Ibid., p. 14.

> The foregoing data on marriage and family status of college graduates permits a few summary conclusions of social significance to be drawn; since more men than women graduate from college, and since a far larger percentage of them marry than of the women, a great many male graduates must necessarily marry non-college wives. And since the families of college graduates average around three persons, the College Bloc represents an instance of what eugenists would call race suicide. To this relative sterility the women contribute the most, since they are the fewer to marry, and they have the smaller families, by a fraction, when they do. On the positive side, these figures mean that the constantly swelling numbers of college students necessarily come from non-college parents, and must continue to come in increasing numbers from non-college families. Thus the educational bloodstream is being replenished from the outside. The privilege of seeking a higher education is not inbred. The result of education is not the breeding of more students, but of less. And even if the rapid rate of increase in college attendance were to level off and become static, each year a very large percentage of students would be coming from parents who had not been to college, with the result that liberal arts would be constantly reaching into new levels of society where they had not made themselves felt before. So long as this remains true, as it is likely to be for a long time, education is bound to continue as an expansive force rather than an aristocratic one.[31]

According to the results of this investigation the "Graduate Bloc" is a national group and is not primarily limited to any one section of the country. Comparison of geographic distribution of alumni with geographic distribution of the United States population indicated that, for the most part, higher education has followed population. Some exception can be taken to this conclusion in the case of the New England states who have graduated a disproportionately large share of the alumni. "But the disproportion is just large enough to stand as a tribute to their national prestige, not large enough to invalidate the statement that education has followed population with remarkable faithfulness."[32] Babcock says that,

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[31] Ibid., p. 16.

[32] Ibid., p. 18.

although the Eastern Seaboard is richest in the traditions of higher learning, every section has responded approximately equally, according to its population, to the American desire for higher education.

> Moreover, the findings show that graduates of institutions in each section of the country possess the same general characteristics and hold the same relative standing within their respective communities. Thus not only is there no geographic monopoly, but there is no material difference in the quality of the tangible results of education as between one section of the country and another.[33]

Although this study indicated that the "College Bloc" did not typically limit its residence to any one section of the country, it also reemphasized the conclusion drawn by Greenleaf that colleges have an urbanizing effect on their students. Only 29.6 percent of the total United States population lived in cities of over 100,000 but 36.5 percent of the alumni studied lived in such communities. In contrast, 43.9 percent of the general population of the country lived in places of less than 2,500 population but only 20.3 percent of college graduates lived in these small towns or rural areas.

> Thus in spite of the fact a large percentage of college students undoubtedly come from rural and village families, and that a great many of them go to agricultural colleges, the end product of education has a pattern that runs counter to the national pattern of living. The percentage of graduates living in places of less than 2,500 people is less than half that for the population as a whole. And...very few college men and women take up farming--even only a small percentage of those who actually attended agricultural colleges. This drift away from the soil and toward the cities certainly represents an important effect of higher learning upon social trends in the U. S.[34]

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[33] Loc. cit.

[34] Ibid., p. 48.

This investigation characterized the "College Bloc" as a working group. American college graduates were no collection of idle intellectuals. Babcock felt that there were several different criteria which could be used to evaluate the contribution of such a group to society.

> But there is one set of values that has a universal currency...And that is the value of work, the dynamic contribution of the individual to making tick the society in which he lives. If, in the midst of unemployment, a large group of individuals is for the most part employed, that group has a proven adaptability to the needs of its environment, and stands as a source of strength opposing a weakness. If, in a highly complex, urbanized industrial civilization the members of that group are for the most part performing functions essential to that civilization, then the group represents a powerful force for its preservation. Measured by such values, U. S. college graduates show up conspicuously as valuable partners in American democracy.[35]

These graduates demonstrated their ability to fill a useful place in the nation's economy by having work to do when millions of others had none. In 1940 when unemployment was still widespread, 92.0 percent of the male graduates were gainfully employed, 3 percent were students, and 2.9 percent were retired. And it should be pointed out that those who were retired came almost wholly from the classes before 1900 and were actually in retirement age. Only 1.9 percent of the men were unemployed, and only 0.2 percent on relief.[36] This can be compared with the 1.53 percent of Greenleaf's sample who reported in 1936 that they had been on relief at some time since graduating.[37]

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[35] Ibid., p. 19.

[36] Loc. cit.

[37] Ibid., p. 54.

Alumnae in particular were gainfully employed more generally than their female counterparts who did not graduate from college. Only about 25 percent of the American women as a whole were gainfully employed but 56.3 of the alumnae were so engaged. In addition, another 34.7 percent were housewives and 3.8 percent were widows, making 91.0 percent who had established a useful place in society for themselves. Students accounted for an additional 1.9 percent, 3.23 percent were unemployed and 0.1 percent were on relief.[38]

The actual type of employment engaged in by men graduates is shown in Table IV and the same information is presented for the women graduates in Table V. Statistics presented in these tables emphasize the fact that higher education tends powerfully to lead to the professions. Of the male alumni 62.8 percent are engaged in the professions and of the females 82.7 percent. About 5 percent of the total United States population are employed in similar occupations. Babcock said, "These figures represent the most extreme variation of the U. S. College Bloc from any statistically determined norm for the U. S. adult population as a whole."[39] He continued his report by expressing an opinion, based on the breakdown of occupations by age groups, that the trend - especially as far as men were concerned - was away from the professions and toward business. Manufacturing, merchandising, and finance were the fields of business which were most attractive to young college graduates while one of the least attractive was farming in which only 1.7 percent of the college graduates were engaged as compared

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[38] Ibid., p. 19.

[39] Ibid., p. 21.

TABLE IV

EMPLOYMENT OF WORKING MEN GRADUATES BY AGE GROUPS[40]

Type of Employment	Total Working Men Graduates	Years of Age		
		Under 30	30-39	40 & Over
		Percent		
Professions:				
Education	16.8	18.2	17.2	15.6
Medicine & Dentistry	15.2	7.1	15.4	20.5
Sciences	10.5	12.6	9.9	9.7
Law	9.5	6.1	9.3	11.9
Government	5.4	6.3	5.3	4.7
Ministry	3.0	1.6	2.9	4.0
Arts	2.4	3.2	2.3	2.0
Total Professions	62.8	55.1	62.3	68.4
Business:				
Manufacturing	11.6	15.6	10.4	10.0
Merchandising	10.7	11.7	12.5	8.2
Finance	8.4	10.8	7.9	7.3
Transportation & Utilities	2.7	3.0	2.9	2.2
Farming	1.7	1.0	1.6	2.4
Production (i.e., minerals & other primary materials)	1.3	1.6	1.6	.9
Miscellaneous	.8	1.2	.8	.6
Total Business	37.2	44.9	37.7	31.6

[40] Ibid., p. 22.

TABLE V

EMPLOYMENT OF WORKING WOMEN GRADUATES BY AGE GROUPS[41]

Type of Employment	Total Working Women Graduates	Years of Age		
		Under 30	30-39	40 & Over
		Percent		
Professions:				
Education	68.0	62.9	69.7	72.6
Government	5.1	5.0	6.3	3.7
Medicine & Dentistry	4.2	4.1	3.7	4.9
Arts	2.2	2.4	2.0	1.9
Sciences	1.6	2.5	.7	1.2
All other professions	1.6	1.7	1.1	2.4
Total Professions	82.7	78.6	83.5	86.7
Business:				
Merchandising	6.3	6.9	6.4	5.8
Finance	2.4	3.3	1.9	1.8
All other business	8.6	11.2	8.2	5.7
Total Business	17.3	21.4	16.5	13.3

[41] Ibid., p. 23.

with about 25 percent of the total United States population.[42] The most impressive information to be gleaned from the tabulation of types of employment of women was the fact that working women graduates were largely engaged in education.[43]

Babcock was very frank in his belief and emphasis on the use of income figures as a device for measuring the contribution of college graduates to American society. Although unable to secure statistics on the income of the average United States family which were exactly comparable to the information collected on the graduate family, he was able to make comparisons which led him to conclude that college graduates had incomes well above average and, perhaps, as high as double the average of the general population.[44] By considering results of the Time investigation in relation to material presented by the United States Treasury Department on estimated incomes of income-taxpayers he concluded that "a very large proportion of the families in the upper income brackets are college families, and that among the lower brackets...a very small portion of the families have had a higher education."[45] Babcock thought that this condition might be true to the extent that two-thirds of the United States families with incomes of more than $3,000 were college graduate families with less than one-twentieth of those families making less than $3,000 being college graduate families.

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[42] Ibid., p. 22.

[43] Ibid., p. 23.

[44] Ibid., p. 27.

[45] Ibid., p. 29.

> This discovery may not be surprising at all, but it is, just the same, one of the most significant findings in this report. For be it remembered that college education is on the increase out of all proportion to population or national income. It thus represents a dynamic social force. And though it may be argued that this reflects the fact that the well-to-do are buying higher learning for their next generation, the opposite theory is much more persuasive. Because if college students come, as they probably do, from more or less representative families (certainly their parents are for the most part not college graduates) the figures show that education is likely to be a <u>means</u> to a higher standard of living rather than a mere <u>reflection</u> of a family origin within a higher parental purchasing power.[46]

The investigation indicated that family status had an important bearing on income with the median income of individuals living alone reported at $1,720 and that of families comprised of two or more members reported at $3,200.[47] Other primary determinants of earnings were age and sex. The median income of all men working graduates was $2,620 compared with $1,590 for the women. Similar differences existed at all ages when the income of men and women were compared at different age levels. Graduates under 30 years of age had a much smaller income than those over 40, but this difference was about twice as great in the case of the men as compared with the women.[48]

Information on the relative earnings of graduates according to the type of occupation in which they were engaged is represented in Table VI. A study of the statistics presented here will indicate that the difference in median income between men engaged in business and professional work was not great. The widest variation existed in the median monetary rewards

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[46] <u>Loc. cit.</u>

[47] <u>Loc. cit.</u>

[48] <u>Ibid.</u>, p. 30.

TABLE VI

MEDIAN INCOME OF WORKING GRADUATES BY TYPE OF EMPLOYMENT[49]

Type of Employment	Men	Women
Medicine and Dentistry	$ 3,800	$
Law	3,560	
Sciences	2,720	
Government	2,540	1,600
Arts	2,520	
Education	2,080	1,610
Ministry	1,690	
Other professions (women)		1,650
All professions	2,710	1,410
Finance	2,690	
Manufacturing and Production	2,540	
Transportation and Utilities	2,360	
Merchandising	2,290	1,430
Farming	1,900	
Miscellaneous (Men)	1,750	
Other Business (Women		1,500
All Business	2,450	1,480
All Types of Employment	2,620	1,590

from the specific types of work within the larger classifications. Pronounced advantages were held by the fields of medicine and surgery and law while the ministry and farming were definitely on the lower end of the income scale. Since 68 percent of the women were employed in the educational field there was little opportunity for variation of income according to occupation. However, the information in Table VI reveals that median pay in

[49] Ibid., p. 35.

other fields was almost exactly the same as in education and that women could expect low pay in any occupation in which an appreciable number of them was employed.[50]

Time Incorporated's second study of college graduates was conducted in much the same manner as the first. In 1947 a sample of the names of the college graduates of the United States was assembled by requesting each of the 1,229 degree granting institutions of the country to list the full name, latest known address, and other information on each graduate whose last name began with the letters "Fa."[51] Of these institutions, 1,037 or 84.4 percent cooperated in the study. A total of 17,053 names representing 0.36 percent of the college graduates of the United States was secured as a result of this procedure. A 13-page questionnaire was mailed to each of the graduates on this list and 9,064 usable replies were received. In January of 1948 a sample of 419 non-respondents were interviewed bringing the total number of graduates contacted to 9,483. This number of replies amounted to 53.1 percent of the total sample or 59.1 percent of the net sample exclusive of bad addresses. Patricia Salter West tested the results statistically and concluded that the sample on which the study was based was a workable representation of the total graduate population of the United States. Havemann and West were joint authors of a popular book based on the results of this investigation and presented to the American public in 1952.[52]

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[50] Ibid., p. 34.

[51] Havemann and West, op. cit., p. 267.

[52] Ernest Havemann and Patricia Salter West, They Went to College (New York: Harcourt, Brace and Company, 1952), 277 pp.

The results of this study emphasized youth as one of the characteristics of the American college graduate.[53] The median age of the alumni studied was 36.9 with three out of every five in their twenties or thirties. The college graduate was also distinguished by his masculinity. Of the sample studied, 58.3 percent were men and only 41.7 percent women. In the earlier study Babcock had interpreted male predominance as a "rapidly declining factor."[54] Havemann and West concluded that only war or other unusual conditions caused the sexes in college to be balanced on a 50-50 basis and considered a relative constant proportion of 60 percent males and 40 percent females to be normal for the American graduate population.[55]

The chance that an American citizen of the past had to become a college graduate was affected by the place of his birth. The birthplaces of most graduates have been east of Mississippi, north of Ohio, and in small towns. Almost seven out of ten were natives of the East and Midwest. A comparatively few came from the South and only one out of ten grew up on a farm.[56]

Havemann and West emphasized that nearly a third of male college graduates and almost one-half of the alumnae are from families in which at least one parent attended college.

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[53] Ibid., p. 12.

[54] Babcock, op. cit., p. 10.

[55] Havemann and West, op. cit., p. 13.

[56] Ibid., p. 16.

Of all the people who want their children to attend college, the college graduates seem to want it the most--and to be best able to afford it.[57]

Babcock, in contrast, was impressed with the great number of graduates from non-college families.[58] Apparently, the results of the two investigations furnish justification for both viewpoints.

This second study by Time Incorporated disclosed that 20 percent of the male college graduates in the United States majored in some field of engineering. About 18 percent studied in the science area and 17 percent in the humanities. Business administration was the field of undergraduate study for 10 percent, 9 percent majored in social science and 5 percent in education. About 4 percent studied agriculture or forestry. The humanities claimed the attention of 39 percent of the women graduates and education was next most popular with 14 percent. Twelve percent majored in one of the physical sciences, 10 percent in social sciences, 9 percent in home economics and 5 percent in business administration.[59]

The economic change that has come about in the United States during recent years can be pictured by a comparison of the median incomes of the graduates in the three studies here discussed. Greenleaf found that in 1936 the median salary of men who had been out of school for eight years was $2,383.[60] The median figure for the 6,399 men in Babcock's sample was $2,620[61] while in 1947 the men graduates earned a

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[57] Loc. cit.

[58] Babcock, op. cit., p. 16.

[59] Havemann and West, op. cit., p. 8.

[60] Greenleaf, op. cit., p. 65.

[61] Babcock, op. cit., p. 33.

median income of $4,689.[62] Each one of these investigations emphasized that college graduation brought financial success in comparison to the general United States population. Havemann and West commented on the income of graduates as follows:

> Viewed strictly from a materialistic point of view, they are conspicuously successful. They hold the best jobs, the positions of greatest prestige. They make a great deal more money than their non-college contemporaries. By all conventional standards of worldly attainment they have made good almost to the man.[63]

Medicine is the occupational area that offers the greatest of these materialistic rewards to the college graduate. Of all male graduates in this field, 57 percent earn $7,500 per year or more. Forty percent of those in law earn $7,500 or more, while in dentistry 37 percent are in this bracket. The percentage with such high earnings drop to 25 in business, 11 in government, five percent in science, 4 percent in education, and to only 2 percent of those in the clergy. Over one-half of the clergy and more than one-fifth of the male graduates in the field of education earn less than $3,000 per year. In fact, it can be said that those alumni who enter into the educational positions or the clergy do not share in the general prosperity of college graduates.[64]

It might well be argued also that women graduates have little part in this prosperity. The 1947 investigation identified the median income of graduate career women as $2,689 as compared with the median of $4,689 for the men graduates.

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[62] Ibid., p. 26.

[63] Havemann and West, op. cit., p. 25.

[64] Ibid., p. 33.

> Indeed a further examination of our data shows that college women are not really challenging the top-ranking male breadwinner on his own ground at all. At the time of our study, only 6% of all college career women were in the high-paying professions of medicine, law, and dentistry. Only 26%, as a matter of fact, were even in the business field which runs the professions a close second for money-making. Our typical working girl ex-coed was nothing so glamourous as a Portia, or a female Dr. Kildare, or a lady dentist, nor in fact a department store buyer or advertising executive. She was not a concert pianist or author or chorus girl, nor a U. S. Senator or fashion expert or interior decorator ...
>
> In plain fact, the typical college career woman was a schoolteacher. Of all the former Coeds who at the time of our study were working at a job instead of marriage, nearly three out of five--the exact figure was 59%--were working in the field of education. Even in this field, they tended to occupy the poorer paid positions.[65]

Havemann and West reported that when the matrimonial and baby booms came to America in the 1940's, the "college people were not immune to the spirit of the times."[66] Except for an increase in the percent who were married and the number of children per family in keeping with the general national trend, the findings of Havemann and West on the marital status of college graduates were largely in agreement of those of Babcock. They found that the male graduate was just as likely to be married or a little more so than his non-graduate counterpart. And once this graduate was married, his chances of remaining that way were higher than those of the average citizen. In 1947, 96 percent of all United States male graduates who had ever been married were still married while the comparable figure for non-graduates was 89 percent.[67] The graduates who were most successful

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[65] Ibid., p. 74.

[66] Ibid., p. 38.

[67] Ibid., p. 40.

financially were the ones who married in greater number and at an earlier age. The largest percent of the bachelors were in the group that make less than $3,000 per year.[68] The male graduate's financial status not only affected his chances of getting married but also the size of his family after he was married. "After 30, the point at which the graduates really get going in the matter of having children, the increases in size of family by income are remarkably steady.[69] The average number of children for all married male graduates, regardless of income, was 2.03,[70] and 79 percent of those who were married had at least one child.[71]

Havemann and West confirm the earlier reports that the marriage picture for alumnae is not as happy as that of men graduates.

> For many coeds, it would appear, college amounts to an education for spinsterhood. Of all adult U. S. women at the time of the survey, only 13 out of 100 were unmarried. But of our women college graduates, 31 out of 100 were unmarried. Thus while college men were actually more prone to marry than the average...the college woman was avoiding marriage--or being cheated out of it--in almost alarming numbers.[72]

However, women graduates married at much greater rate during the 1940's than previously, as evidenced by the fact that the Time study of 1940 found that 51 out of every 100 alumnae were unmarried as compared with 31 out of 100 reported from the 1947 investigation.[73]

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[68] Ibid., p. 44.

[69] Ibid., p. 47.

[70] Ibid., p. 80.

[71] Ibid., p. 48

[72] Ibid., p. 54.

[73] Babcock, op. cit., p. 13.

> True, spinsterhood is an outstanding characteristic of our women graduates, young as well as old. But our evidence indicates that the trend is away from it. Among graduates the career woman seems to be giving way to the housewife, slowly but surely.[74]

A definite relation existed between rate of marriage and type of college training. Only 21 percent of the home economics majors were still unmarried after 40 but the proportion rose to 30 percent of those who majored in the humanities, 36 percent in business administration, 41 percent in the sciences, and 49 percent in the field of education.

> In other words the chances that these older college women would remain unmarried career women, or on the other hand would marry, seem to have been pretty well set the minute they decided to specialize in education courses as preparation for teaching. Once the student had made this decision, the chances were about one in two she would remain an old maid teacher the rest of her days.[75]

Women graduates, like the men, are more likely to stay married once they are married than is the comparable group in the general United States population. "Nine out of ten graduates who ever were married were living with their husbands at the time of the survey, compared with about eight of ten wives in the population at large."[76] Not only do alumnae fail to marry at the same rate that male graduates do, but those that do marry have fewer children.

> Among the married college women 31% are childless, compared with only 21% of the married college men. Among the graduates who do have children, the average for the women is only 1.88 compared with 2.03 for the men. These differences hold for all age brackets; at whatever age, the women tend to have slightly more divorces and slightly fewer children than the men.[77]

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[74] Havemann and West, op. cit., p. 63.

[75] Ibid., p. 77.

[76] Ibid., p. 78.

[77] Loc. cit.

Many of the institutions of higher learning in the United States have felt a need to know more about their graduates, the problems they encountered after leaving college, and their success in solving these problems. As a result, a number of studies of the alumni of a single institution have been completed in order to supply information for evaluation and planning of the educational program of that institution. The Project in Research in Universities which resulted in the publication of the overall report entitled Economic Status of College Alumni which has already been discussed made several of these local studies possible.[78] Katsuranis,[79] who was local project administrator at Columbia University, is an example of those who were able to draw from the material compiled as part of the national investigation in order to make a specific local study. He focused his attention particularly on the graduates of Teachers College at Columbia University.

Katsuranis' conclusions were based on slightly over 1600 usable replies received from questionnaires sent to 3600 graduates of Teachers College who were awarded Bachelor of Science degrees in the period of 1928 to 1935. Data were collected in the spring of 1936 when from one to six years had passed since the graduation of the classes involved. One hundred and thirty-four men and 1,473 women were included in the sample studied which emphasized the fact that although the graduates of

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[78]Greenleaf, op. cit., p. x.

[79]Joseph J. Katsuranis, "What Do We Know About Our Graduates - The Economic, Social and Professional Status of 1,607 Graduates of Teachers College, Columbia University, Receiving the Degree of Bachelor of Science from June 1928 to June 1935, Inclusive," (unpublished Master's thesis, Teachers College, Columbia University, New York City, 1937) 105 pp.

all the colleges and universities of the United States were predominantly male, those of the teacher training institutions were predominantly female. The median age of those who replied to the questionnaire was 34.7 years for the women and 29 years for the men. Katsuranis concluded that these figures indicated that "the students who pursue undergraduate work at Teachers College are a mature group."[80]

The majority of the alumni of Teachers College reside in the State of New York or the neighboring states of New Jersey, Pennsylvania, Connecticut, and Massachusetts. Sixty percent of the graduates were located in the Middle Atlantic States. The number of graduates from each state who returned questionnaires varied from 584 in New York to one in each of the states of Arkansas, Louisiana, Mississippi, and New Mexico.[81] Two-thirds of those who reported on the size of their home community lived in cities of over 25,000 inhabitants and 46 percent of the total group reporting lived in cities of over 100,000 population.[82]

Eighty percent of the women were unmarried while 71 percent of the men were married.[83] Of the 95 married male graduates, 55 percent had children. Of this group, three out of five had one child, three in 10 had two children, and one in 11 had three children. Of the entire 95 married men, one reported four children and one six. Forty-three percent of the 221 married women had children. One in nine had two children, one

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[80] Ibid., p. 10.

[81] Ibid., p. 13.

[82] Ibid., p. 14.

[83] Ibid., p. 16.

in 44 had three, and two of the entire group had four.[84]

Over two-thirds of the men majored in music, elementary education, general education, and physical education in the order given. Nearly three-fifths of the women studied in the fields of elementary education, nursing, nursery school and kindergarten-first-grade-education, and general education.[85] About 30 percent of these graduates had been awarded Master's Degrees in spite of the short time that had elapsed since many of them received their first degree. A total of 1,011 of the sample of 1,607 had pursued work on the graduate level.[86]

> In regard to graduate work beyond the Master's degree we find that six graduates, three men and three women, have obtained their doctorate since obtaining the B.S. degree at Teachers College...Two other women had obtained a professional degree in addition to the doctorate. It was also noted that nine other graduates, eight of whom are women, now hold professional degrees in addition to the Bachelor's degree obtained at Teachers College.[87]

After graduation slightly over 60 percent of these graduates found work in the same field as their college major. The jobs of about one-fourth of the group were closely related to their undergraduate study. In contrast, 6.1 percent said that only slight relationship existed and almost 8 percent obtained jobs completely out of the field of their undergraduate major.[88] At the time of the survey, 88.2 percent of the alumni considered

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[84] Ibid., p. 18.

[85] Ibid., p. 33.

[86] Ibid., p. 37.

[87] Ibid., p. 41.

[88] Ibid., p. 54.

themselves permanently employed.[89] Of those who reported the nature of their occupation, 12 percent were in administrative positions in educational work, 65 percent were teaching, 12.5 percent were employed in the field of nursing, 1 percent were working in business or industry, and 9.5 percent were housewives.[90]

Curry studied the economic, social, and vocational status of the classes of 1928 to 1936 of the University of Colorado. The survey included 4,198 graduates of whom 1,490 or 35.5 percent responded to the questionnaire mailed them. Of those who responded, 387 held advanced degrees.[91]

> Of the 1,103 baccalaureate degrees included in this investigation and granted by Colorado University from 1928 to 1936, inclusive, 49.8 per cent were B.A. degrees, 42.7 per cent B.S. degrees, 4.4 per cent B.B.A. degrees, 1.7 per cent B.F.A. degrees, and 1.5 per cent B.M. degrees...Of the 387 graduates who between 1928 and 1936, inclusive, took advanced degrees from Colorado University or some other school, college or university, 35.4 per cent hold M.D. degrees, 19.9 per cent M.A. degrees, 19.6 per cent LL.B. degrees, 16.5 per cent M.S. degrees, and 8.6 per cent are divided among nine other types.[92]

The first employment of most of these graduates was related to their major course in the University. Almost 31 percent found work directly in their field of study and that of an additional 25 percent was closely

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[89] Ibid., p. 58.

[90] Ibid., p. 60.

[91] Isola M. Curry, "A Survey of the University of Colorado Alumni," (Unpublished Master's thesis, The University of Colorado, 1937), p. 19.

[92] Ibid., p. 69.

related. The first job of about 45 percent showed no relationship or only a slight amount to their college major. Almost one-half of these graduates were unemployed for some period after graduation. "The peak of unemployment was reached in 1932, when 59.3 per cent of the group was unemployed."[93] The mean annual salary of the entire group at the time of the investigation was $1,602.40 with a Standard Deviation of $720.[94] The mean annual salary of those holding advanced degrees was $2,912 with a Standard Deviation of $897.[95] Most of this difference seems to have been caused by the inclusion of a large number of such specialized degrees as the M.D. as evidenced by the following statement:

> No apparent financial advantage seems to accrue from the taking of an M.A. or Ph.D. degree; both mean salaries are $200 below the mean for the baccalaureate degrees.[96]

Curry classified almost 60 percent of the alumni in his study who had not received advanced degrees as "skilled workers or clerks." Most of the people included in this classification were employed as teachers or engineers.[97] Graduates who worked in "Transportation" and "Communication" received the highest mean salary although a comparatively small number were employed in these areas.[98] Only 48.3 percent of the alumni

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[93] Ibid., p. 29.

[94] Ibid., p. 34.

[95] Ibid., p. 38.

[96] Ibid., p. 41.

[97] Ibid., p. 54.

[98] Ibid., p. 67.

who had not received advanced degrees were married, with 42 percent of those married having children. The total number of children was 327 or an average of 1.63 children per marriage.[99] Divorce and separation rates for this group of alumni were low as in the cases of groups previously considered.[100]

Edwin Yeager contacted 1,245 of the 1,572 alumni who graduated from Indiana State Teachers College in the classes of 1924, 1925, 1926, and 1927.[101] This number represented 79.2 percent of these graduates and included 355 men and 890 women. However, 48 of the men and 474 of the women were not college graduates in the commonly accepted sense because they completed only the two year course offered by this teachers college. Yeager found that 77 percent of the men and 56 percent of the women who graduated with Bachelor of Arts or Bachelor of Science degrees were employed as teachers. The only other occupation in which as many as three percent of the men graduates were employed was that of physician and these graduates, of course, had completed medical school after graduating from the teachers college. Thirty percent of the women were occupied as housewives and the next most frequent occupation was clerk with only 1.4 percent of the women thus employed.[102]

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[99] Ibid., p. 48.

[100] Ibid., p. 53.

[101] Edwin Yeager, "A Study of the Graduates of Indiana State Teachers College with Reference to Occupational Tendencies," (Unpublished Master's thesis, Indiana State Teachers College, Indiana, 1939), p. 2.

[102] Ibid., p. 10.

In 1936 Swanson did a study of the alumnae of Stanford University who graduated in the five classes of 1929 through 1933.[103] Questionnaires were mailed to 569 women and 288 or 50.6 percent responded. Results revealed that 89 percent of Stanford women of these classes participated in some remunerative vocation between the time of graduation and Swanson's investigation. These vocations numbered 31 and varied from "paid house keeper" to administrative positions in universities. More of the graduates had worked in education than in any other field with secretarial, merchandising, and social service positions being next most popular in the order given. At the time the questionnaires were returned 28.4 percent of the group were homemakers which was the largest group engaged in any one occupation.

As do most investigators who study college alumnae, Swanson considered the problem of low marriage rates among college women.

> University education has been accused of promoting egotism and pleasure-seeking in contradiction of the interests of the race. To what extent do Stanford women validate these accusations? According to census reports, 59.7 percent of all native white women of the United States fifteen years of age and over are married....Data for Stanford women alumnae of the graduating classes of 1929-33 indicate that 53.1 per cent have married, a percentage comparing favorably with the normal percentage above indicated. However, the percentage of marriage among the Stanford women has appreciably decreased. Data gathered in connection with the Stanford Alumnae Directory of 1930 indicated 62.9 per cent of the women alumnae of 1895-1930 were married.[104]

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[103]Virginia Eva Swanson, "Vocational and Community Activities of Stanford Alumnae," (Unpublished Master's thesis, Leland Stanford University, California, 1936) 109 pp.

[104]Ibid., p.44.

This author assumed a connection between low marriage rates and the severe economic conditions of the times and predicted that there would be an increasing percentage of marriages with the return of economic prosperity. Comparison of statistics collected by the three general studies of American graduates already reviewed indicated that this was a better interpretation of the marital status of college women than was made by most investigations during the depression days.

Edey surveyed the Class of 1932 of Princeton University.[105] His conclusions were based on 273 returns received as a result of mailing questionnaires to 591 members of the class. The first occupations of these alumni after graduation are given in Table VII. As can be noted from this table about 40 percent of these students went directly to some type of advanced study upon graduating from Princeton.

TABLE VII

FIRST OCCUPATIONS OF THE PRINCETON CLASS OF 1932

Occupation	Number of Graduates
Student - Law School	52
Student - Graduate School	39
Banking and Brokerage	31
General Business	29
Salesman	28
Student - Medical School	20
Journalism and Writing	10
Day Laborer	5
Clerical	4
Messenger	4
Travel	3
Other (including no answer)	48
Total	273

[105] Maitland Edey, "The Class of '32," Life, 22:51, June 16, 1947.

These graduates have done well since their graduation in the midst of the depression. The median income of the men of the class after 15 years away from the University was $9,543 per year.

> There has been surprisingly little jumping from job to job on the part of '32. Seventy-six men have had one job, although one man has had 14. The class average is 3.3 jobs since graduation. Those who have stuck to their knitting have done better than those who have flitted about excessively....Today 87 work for themselves, 172 work for others, 12 do both and two are unemployed.[106]

Edey said that the Class of 1932 had a "passion for domesticity." Ninety-one percent of the group were married and fewer than 6 percent had ever been divorced. The average age at marriage (including remarriage) was 27 years and three months. At the time of the survey the Class of 1932 had produced 244 boys and 221 girls or an average of 1.7 children per man. Thirty-five families had no children.

> Turning to '32's war record, the questionnaire reveals that 161 (59%) of the men reporting were in military service. One hundred and twelve (41%) were not. Two men died in service....All but seven of the living have been honorably discharged or put on inactive reserve status. Of the seven, five are still in active service, one is in the Regular Army, and one received a dishonorable discharge.[107]

Table VIII indicates the rank that members of the class had received by the time they were discharged.

Meyer conducted a follow-up study of the Industrial Arts graduates of Oregon State College.[108] Questionnaires were sent to alumni who had graduated from the teacher training program or the industrial administration program of

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[106] Loc. cit.

[107] Loc. cit.

[108] Edwin David Meyer, "A Follow Up Study of Industrial Arts Graduates of Oregon State College Since 1915," (Unpublished Master's thesis, Oregon State College, Pullman, Washington, 1940), p. 8.

TABLE VIII

MILITARY RANK OF PRINCETON CLASS OF 1932

Rank	Number
Colonel	5
Lieutenant Colonel	22
Major	24
Captain	27
First Lieutenant	3
Second Lieutenant	1
Sergeant	5
Corporal	2
Private, First Class	1
Private	4
Commander	8
Lieutenant Commander	19
Lieutenant	25
Lieutenant (junior grade)	5
Quartermaster, Third Class	1

the Industrial Arts Department. In addition, certain other alumni who graduated in other departments of the college with majors in Industrial Education or who were devoting a major portion of their time to industrial education were added to the list of those to be queried. In all, 250 questionnaires were distributed and replies were received from 168 or 67 percent.

Of those graduates who graduated from the teacher training curriculum in Industrial Education, 70 percent were teaching at the time of the survey. The remaining 30 percent of the group were almost equally divided between those who were educational administrators, those who were part-time administrators and part-time teachers, and another group who were out of the education field. Forty-five percent of these graduates were

working in the State of Oregon and an additional 50 percent were located in the two neighboring states of California and Washington.[109]

The number of graduates in the other two groups surveyed was probably not large enough to present any significant information. However, it can be reported that almost all of those who majored in Industrial Administration were working in the State of Oregon. The occupational fields in which the men in this group were most frequently employed were in this order: operation and maintenance, industrial administration, and owner or proprietor.

Results of a study of the economic status of 2,140 graduates of the classes of 1928-1934, inclusive, of Purdue University were published in 1935.[110] This number represented more than 85 percent of a selected sample of the graduates of these classes. The group reported that 73.3 percent of its members found work within three months after graduation. In the autumn of 1934, when the material used in the study was collected, 91.3 percent were employed--89 percent gainfully and 2.3 percent as housewives or graduate students. More than two-thirds of those in remunerative positions were in activities for which training was secured while they were in the University. The average annual salaries as of the autumn of 1934 for each of the classes studied ranged from $1,225 for the men in the Class of 1934 to $2,248 for those in the Class of 1928. The average annual salary by classes for the women graduates varied from $795 received by

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[109] Ibid., p. 33.

[110] Elliot, Hockema and Walters, op. cit., p. 7.

those who graduated in 1933 to $1,280 received by those who completed college in 1930. The annual salary range within the entire group was from $240 to $10,000. Seventeen earned more than $3,300. annually while thirty-one made less than $600.[111]

In 1940 Woodul completed an occupational study of the graduates of the Division of Agriculture of Colorado State College of Agriculture and Mechanic Arts.[112] By letters and through personal interviews 265 of the graduates of the college during the ten years of 1927 through 1936 were contacted and returns were received from 130 or 40 percent. Some of the conclusions reached as a result of the investigation were:

1. A large majority of college graduates majoring in agriculture entered agricultural vocations.
2. Approximately 80 percent of the graduates qualifying to teach agriculture taught one or more years.
3. About one-fifth of the agricultural graduates returned to the college for additional teacher-professional courses.
4. Half of the graduates for the ten year period reported the same vocation as for the first year.
5. Changes of vocations were more likely to occur in the first four years after graduation.
6. As vocational tenure increased, shifting decreased.
7. Economic and social changes influenced vocational selection and vocational tenure.[113]

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[111] Ibid., p. 14.

[112] Parker A. Woodul, "Occupation of Graduates Majoring in the Division of Agriculture of Colorado State College for the Ten-Year Period, 1927-1936." (Unpublished Master's thesis, Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colorado, 1940), 117 pp.

[113] Ibid., p. 156.

Woodul referred to a study made previously by the University of Illinois and had this to say:

> The University of Illinois in 1930 gave records of 2,110 men graduates from the College of Agriculture of the classes of 1872 to 1930 along with their 1930 occupations. This study should give some indication of the relationship between the college course pursued and the last vocation as reported by the graduate. The findings of this study show that eighty per cent of the agricultural graduates entered agricultural fields and twenty per cent went into non-agricultural fields.[114]

Woodul also quoted a letter from A. W. Gibson, of Cornell University, in which Professor Gibson stated results of his informal studies of the graduates of the College of Agriculture of that university. Gibson wrote,

> At the present time about 12 per cent who graduate from the College of Agriculture go into farming; about 23 per cent go into commercial work other than farming, but which is related to farming; about 55 per cent go into teaching, extension, and research in agriculture, and are primarily the ones who go into non-agricultural work in the government service; about 10 per cent leave the field of agriculture.[115]

Sutherland and LeCount reported an investigation of the degree graduates of the College of Agriculture of the University of California at Davis, California.[116] Questionnaires were mailed to alumni of the classes of 1933 through 1947. Almost all of the foreign alumni of the institution were eliminated from this study because of the lack of authentic addresses for them. About 20 graduates of Japanese extraction were also excluded

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[114] Ibid., p. 10.

[115] Ibid., p. 12.

[116] Sidney S. Sutherland, and Samuel N. LeCount, "A Survey of Degree Graduates of the College of Agriculture, Davis, 1933-47" (non-thesis study, Mimeographed Circular, University of California, College of Agriculture, Davis, California, 1949), 11 pp.

because of their displacement by war-time conditions. Ex-students who majored in Agricultural Engineering were considered to be graduates in Engineering and were not included. The validity of the information collected was checked by comparing information received from the Dairy Industry and Agricultural Education majors with information already on file in the offices of these two divisions. This comparison indicated that more replies may have been received from graduates engaged in farming and teaching vocational agriculture and less from those in agricultural businesses than actual numbers in the graduate population warranted.

The following summary and conclusions were drawn as a result of the study:

1. Replies were received from 192 of the 616 degree students graduating in agriculture from the College of Agriculture at Davis during the period 1933-47. This represents approximately one-third of the alumni who graduated during this period.

2. Over 90% of the graduates of the College of Agriculture at Davis who majored in agriculture are engaged in agricultural occupations.

3. The present occupational distribution of this group, as determined by checking the data from the respondents with records in the offices of several divisions and expressed in percentages, is approximately as follows:

a.	Farming (owners, tenants, managers)	20-25%
b.	Teaching high school vocation agriculture	20
c.	Engaged in agricultural businesses	15-20
d.	College teaching and research positions	15
e.	Agricultural Extension employees	13
f.	Federal and state employees	5
g.	Non-agricultural occupations	7-10%

4. As a starting job, teaching vocational agriculture attracts the largest number of graduates, followed in order by farming and employment in agricultural business of various kinds. Slightly over 5% of the respondents reported entering non-agricultural positions upon graduation.

5. Graduates who enter research occupations and college teaching, both of which require graduate work, tend to remain in this field. The percentage reporting these as starting and present occupations was almost identical.

6. More than half (54%) of the respondents are presently employed in the same general occupation which they entered upon graduation. An additional 26% changed occupational fields only once; so that 80% either have made no change in occupation or only one change.

7. Respondents were, in the main, satisfied with their undergraduate courses and training, but would like to have had:

   a. A broader program of courses; more agricultural and other courses outside their major field.

   b. More courses in Agricultural Economics, business law, bookkeeping, farm and business management.

   c. More practical instruction in agricultural courses.

   d. More practical field work and experience.

   e. More courses in Agricultural Engineering.

8. The undergraduate training provided in the College of Agriculture more nearly meets the needs of students entering research or college teaching than it does of those entering other occupations. A much larger percentage of graduates in these fields expressed complete satisfaction with their undergraduate training than in any other occupational group.

9. Approximately 80% of the respondents entered and remained in occupations requiring a combination of practical and technical training in agriculture and related or applied science rather than a highly scientific training. The 15% who entered research or college teaching and the 5% in non-agricultural occupations make up the remaining 20%.

10. The graduate who completed his university training ten or more years ago, earns approximately $5000 per year; those who graduated from five to ten years ago have an average income of about $4000; the graduates of the past two years started at salaries of about $3600.

11. The largest monetary returns accrue to those graduates who are farming or engaged in agricultural business.[117]

Carter and Fenix presented the results of an investigation of Vermont's agricultural college graduates.[118] Questionnaires were mailed to 367 of the 447 students who had graduated from 1900 through 1944 and replies were received from 235. All of the replies were from male graduates as the six women who received degrees between 1900 and 1944 were not contacted. About 60 percent of the alumni remained in Vermont after graduating. Of this group, two-thirds lived in the open country or in the smaller villages. Of the 40 percent who had left Vermont about three-fourths were in the North Atlantic states and at least half lived in the bordering states of Massachusetts, New Hampshire, and New York.

The first jobs of the students after graduation included almost 100 separate agricultural activities. However, these first jobs could be classified into occupational groupings as shown in Table IX.

The beginning salaries of all graduates were converted to the proportionate value in terms of 1946 dollars. On this basis, it was determined that the highest average annual beginning salary was $1,900 and was earned by men who entered federal employment. The most common beginning occupation, high school teaching, paid slightly less than $1,500 on the average.

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[117] Ibid., p. 3.

[118] R. M. Carter and R.E. Fenix, Vermont's Agricultural College Graduates, Vermont Agricultural Experiment Station Bulletin 541 (Burlington, Vermont: University of Vermont and State Agricultural College, 1948), 22 pp.

TABLE IX

FIRST JOBS OF VERMONT AGRICULTURAL GRADUATES[119]

Occupation	Percentage
Teacher of Vocational Agriculture	25
High School teacher of general courses	13
Farm managers, etc.	15
Extension Service	9
Milk plant operation	8
Graduate work	6
College teaching and research	5
Federal and state employment	5
Farm services	5
Farm owner operator	4
Non-Farm Services	3
No information	2
Total	100

The occupations of these graduates in 1946 varied in about the same amount as their beginning jobs. Considerable changing of jobs in individual cases had taken place but few entirely new jobs had been added. The 1946 occupational distribution of these men is shown in Table X.

> The list of jobs performed by experienced agricultural workers is much the same as the list of beginning occupations. Older men, of course, are employed in more responsible positions. For the college teaching and research group, for example, there are fewer assistants and instructors, and more professors and deans. For the extension group there are fewer agents and more supervisors. There are fewer men farming for others, and more classified as operator-owners.[120]

The average annual earnings in 1946 of all the graduates were $4,007. Income of graduates was affected not only by the occupation in which they

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[119] Ibid., p. 20.

[120] Ibid., p. 8.

TABLE X

1946 JOBS OF VERMONT AGRICULTURAL GRADUATES[121]

Occupation	Percent Employed
Teacher of Vocational Agriculture	10
High School Teacher of general courses	6
School administration	3
Federal and state employment	14
Farming	12
Extension	11
Farm services	11
Non-Farm services	9
College teaching and research	6
Milk plant operation	5
Farm Managers, etc.	5
Miscellaneous	8
Total	100

were engaged but the length of time that had elapsed since their graduation as shown in Table XI. Some of the occupational groups were combined or omitted in Table XI because of the small number involved.

The average annual salary of those who were teaching in 1946 was $3,159. Graduates who were employed by federal and state governments earned a mean income of $4,501 per year. Farming brought in an annual income of $3,678 to owner-operators and the average pay of extension workers was $3,303. Those graduates whose jobs were in the field of farm services were paid an average of $4,868 compared with $5,123 for those in non-farm services. College teaching and research paid $4,786 per year and milk plant operation, $4,199.[122]

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[121] Ibid., p. 21.

[122] Ibid., p. 8.

TABLE XI

1946 EARNINGS OF VERMONT GRADUATES ACCORDING TO PERIOD OF GRADUATION AND PRESENT OCCUPATION[123]

Period of Graduation	High School and College Teaching and Research	Farming (all)	Federal and State Employment and Extension	Farm Services and Milk Plant Operation	All
1900-1914	$ 4,483	$ 5,486	$ 5,111	$ 6,600	$ 4,952
1915-1929	4,056	2,620	4,627	5,240	4,782
1930-1944	2,813	2,704	3,163	3,545	3,057
Average	3,580	3,170	3,976	4,652	4,007

Carter and Fenix indicated that 60 percent of these graduates changed to a new field of work from that one in which they initially started. When graduates were grouped according to whether their salaries came from public taxation or private sources, it was found that 53 percent of the first group had changed fields as compared to 62 percent of the latter. The greatest mobility was among college teachers and men who worked on farms for hire. Men whose beginning occupations were in high school teaching, extension, and college teaching and research, and who shifted to other jobs made more money after 15 years than those who stayed with these beginning occupations. This was true to a lesser extent of those who started as farm managers. Those whose first occupations were in federal or state employment, farm services, milk plant operation, and non-farm services and who stayed with their first field made considerably more money than those who moved about.[124]

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[123] Ibid., p. 12.

[124] Ibid., p. 10.

Almost one out of five of the 235 graduates contacted had been awarded an advanced degree. There was no apparent trend toward graduate work with about the same percentage of graduates from each of the three 15-year periods earning a Master's or Doctor's degree. The mean salary of graduates with advanced degrees was $4,566 as compared with a salary of $3,870 for those with Bachelor's degrees only. There was indication that additional training was of more importance in the more recent years of the period studied than previously.[125]

An account of the results of a study of the agricultural graduates of the Agricultural and Mechanical College of Texas was prepared by Shepardson.[126] This study was based on 1,927 responses received as a result of mailing questionnaires to 4,702 graduates out of the total of 7,200 that have been awarded baccalaureate degrees in some phase of agriculture. The returns were received from 41 percent of the graduates who were mailed questionnaires and represented graduates of each class back to 1883. No women were included in this study as none have graduated from this college.

Shepardson stated that the major study of these graduates had closely paralleled the importance of the various agricultural fields in Texas.

> Animal husbandry and agronomy account for 43 per cent of the total. Dairy, poultry and horticulture represent more specialized types of farming which may be expected to increase in importance as industrial and urban population increases and provide a larger local demand for these products. Agricultural education was chosen by 20 per cent of the total, possibly because of the

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[125] Ibid., p. 13.

[126] Charles N. Shepardson, A Study of the Agricultural Graduates of the Agricultural and Mechanical College of Texas (Bulletin of the Agricultural and Mechanical College of Texas, Fifth Series, Vol. 7, No. 7. College Station, Texas: Agricultural and Mechanical College of Texas, 1951), 42 pp.

> almost certain immediate employment opportunities in this field and because it furnishes a good background training for a wide variety of other fields. Agricultural economics and sociology, with about 10 per cent, represents an expanding field of interest as we come to a greater recognition of its importance in agricultural welfare.
>
> Agricultural engineering reflects the rapid expansion in agricultural mechanization in the past 15 years. This field should continue to expand.
>
> Entomology, floriculture and landscape architecture, and range and wildlife management represent highly specialized fields of rather limited enrollment. However, the increasing interest in grassland improvement and management is causing a marked growth in enrollment in range management.[127]

The occupations of these alumni in 1950, when this investigation was made, were classified under four main headings: farming, professional agriculture, business related to agriculture, and work unrelated to agriculture. In Table XII statistics are presented which show the percentage of graduates working in each of these occupational areas according to their year of graduation. In general, this evidence indicates that 18.6 percent were farming as a main occupation and, including these farmers, 78.5 percent were in some type of agricultural work while only 21.5 percent, including those still in the armed services, were in other fields.

Shepardson felt that both the interval since graduation and the economic conditions at the time of graduation had exerted some influence on the choice of occupations. As a rule, the more years that had passed since graduation, the higher the percentage of graduates who were engaged in farming.

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[127] Ibid., p. 7.

TABLE XII

PRESENT OCCUPATIONS OF TEXAS GRADUATES BY YEAR OF GRADUATION[128]

Year	Farming		Professional Agriculture		Business Related to Agriculture		Work Unrelated to Agriculture		Total Number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Before 1920	33	25.0	40	30.3	11	8.3	48	36.4	132
1920-24	23	19.2	55	45.8	16	13.3	26	21.7	120
1925-29	41	24.6	60	35.9	19	11.4	47	28.1	167
1930-34	27	16.9	89	55.6	19	11.9	25	15.6	160
1935-39	61	19.4	160	50.8	40	12.7	54	17.1	315
1940-44	77	20.9	157	42.7	50	13.6	84	22.8	368
1945-49	92	15.3	308	51.2	82	13.6	120	19.9	602
1950	5	7.9	36	57.1	11	17.5	11	17.5	63
Total	359	18.6	905	47.0	248	12.9	415	21.5	1927

[128] Ibid., p. 10.

> The percentage of each group engaged in professional agricultural work seems to follow a curve just the reverse of one for the farming group, decreasing instead of increasing with the interval since graduation. The influence of the two depression periods is also reversed with a higher rather than a lower percentage of the graduates of those years remaining in professional work.[129]

The percentage of alumni in agricultural business remained reasonably constant from 1920 to 1950, but the number engaged in non-related occupations reacted to economic conditions in the same manner as the number in farming with percentages showing a marked increase in prosperous periods and a decrease in times of depression.

> It seems probable that students graduating during depression periods find it more difficult to get started in farming or other business for themselves. They are also more conscious of the hazards of business ownership and, possibly subconsciously, turn to the relative security of a regular salary. Having depended on a regular, though possibly meager salary check for a number of years and having accumulated family responsibilities, they become increasingly reluctant to make the break and go into business for themselves. On the other hand, the graduate in good times when all business is prospering, may be more inclined to take the business risks for the sake of greater potential return.[130]

Consideration of the 1950 occupational distribution of these graduates according to field of major study showed a higher percentage of animal husbandry majors were engaged in farming than graduates from any other field. Shepardson thought that this fact could be partly explained by an assumption that more animal husbandry students came from large farms and ranches, and therefore, could more easily go back to the farm upon graduation.

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[129] Ibid., p. 9.

[130] Loc. cit.

Thirty-five percent of animal husbandry graduates were farming, 22 percent of those from agronomy, and 19.7 percent of the dairy and poultry majors. Entomology and agricultural education had the largest number of graduates engaged in professional agricultural work with percentages of 75.0 and 74.6, respectively. More floriculture and landscape architecture and agricultural engineering graduates were in related agricultural businesses than any other group. Almost one-half of the graduates in agricultural administration were engaged in work non-related to agriculture. This was largely explained by the fact that a large number of business and accounting students were included in this classification in the years before the Agricultural and Mechanical College of Texas established a Department of Business and Accounting.

About one-third of this group of graduates owned farms or ranches and this number increased as the interval since graduation lengthened. Of those who owned farms, approximately one out of four owned less than 100 acres and about one out of two possessed between 100 and 500 acres. Only one graduate out of eight farm owners owned from 500 to 1000 acres and one out of each six or seven had title to more than 1000 acres.

> Of the 359 engaged in farming and ranching, 137 are in general crop farming, 137 in livestock farming or ranching, 33 in dairy or poultry farming, 11 in fruit or vegetable farming and 41 are working as foremen or managers for others.[131]

The income of these alumni was directly affected by the interval since graduation. Slightly more than two-thirds of those who graduated after 1944 had incomes of less than $4,000 per year in 1950. In contrast,

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[131] Ibid., p. 11.

more than half of those graduating before 1930 had incomes greater than $6,000 and almost one-third earned in excess of $10,000. Of the entire group of graduates, 37 percent had incomes between $4,000 and $6,000 per year with 9.4 percent earning less than $3,000 and 8.6 percent more than $10,000.

> By fields of major study...graduates in agricultural education have 40.6 per cent with annual incomes below $4,000, 42.2 per cent between $4,000 and $6,000 and only 17 per cent above $6.000. Agronomy, animal husbandry and agricultural administration rank about together with 28.5 to 32.3 per cent below $4,000, 32 to 36 per cent between $4,000 and $6,000, and 32 to 34 per cent above $6,000. Agronomy, animal husbandry and agricultural administration rank together with 28.5 to 32.3 per cent below $4,000, 32 to 36 per cent between $4,000 and $6,000 and 32 to 34 per cent above $6,000. Floriculture and landscape architecture and range and wildlife management rank the lowest, with 52.2 and 71.1 per cent, respectively, below $4,000.
>
> .....
>
> Of those engaged in full-time farming, 22 per cent receive less than $4,000, 25.9 per cent receive $4,000 to $6,000, 49.1 per cent receive in excess of $6,000 and 20.7 per cent above $10,000. The poorest financial showing is made by professional agricultural workers, with 39.8 per cent below $4,000, 43.6 per cent from $4,000 to $6,000 and only 16 per cent above $6,000. These figures reflect the lower salaries paid in educational work and the much higher percentage of younger men engaged in this field. Only a few of those who stay in educational work over a long period may expect to attain the $10,000 bracket.
>
> Of those in business related to agriculture, 38.3 per cent receive less than $4,000, 34.3 per cent from $4,000 to $6,000 and 27 per cent above $6,000.
>
> The non-related business group has 30.6 per cent receiving less than $4,000, 34.2 per cent with $4,000 to $6,000 and 32.7 per cent over $6,000.
>
> Land ownership adds to total income. Whether full or part-time farmers, only 18.5 per cent of the land owners receive less than $4,000, 36.2 per cent from $4,000 to $6,000 and 43.0 per cent over $6,000.
>
> .....

> Approximate averages for each occupational group are as follows: farmers (full-time), $8,450; land owners (including part-time farmers), $7,650; non-related business, $6,750; related agricultural business, $5,900; professional agricultural workers, $4,800. The general average is $6,000 annually.[132]

Shepardson reported that 15.5 percent of these graduates had completed work for an advanced degree. More than 22 percent of the agricultural education majors have received advanced degrees which is the largest percentage attained by any group. Eighty-six percent of those who have received these degrees continued in the same field or in a field closely related to that one in which they secured the Bachelor's degree. Several of those who did advanced work in non-agricultural majors chose pure sciences closely related to agriculture.

A preliminary report on an occupational placement study of the graduates of the College of Agriculture, Forestry, Home Economics and Veterinary Medicine was issued by the University of Minnesota in November, 1951.[133] Addresses were available for 5,673 of the 6,339 graduates of the college from the time of its inception in 1869 through the winter quarter of 1950. Questionnaires were mailed to this group and responses were received from 4,297. These returns represented 75.7 percent of the graduates who were contacted. Agricultural graduates included in the study numbered 1,607, forestry graduates, 718, and home economics graduates, 1,968.

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[132] Ibid., p. 26.

[133] "Preliminary Report on Occupational Placement Study of Graduates of the College of Agriculture, Forestry, Home Economics and Veterinary Medicine, University of Minnesota" (mimeographed release, Department of Agriculture, University of Minnesota, St. Paul, Minnesota, 1951), 4 pp.

The occupations of these alumni as of 1950 are shown in Table XIII. Consideration of agriculture, forestry and home economics graduates as separate categories indicates that most likely occupations for agriculture majors were: teacher of agriculture in high school, agricultural college teaching and research, agricultural business, professional agricultural work with some branch of the United States Department of Agriculture, and professional work of a non-agricultural nature. Only 5.85 percent of these graduates were farming.

Of the forestry majors about 31 percent were working for the United States Department of Agriculture. About 8 percent were teaching in forestry colleges or doing research work. Almost 15 percent were working in private businesses related to forestry; another 15 percent had employment in professional forestry jobs of miscellaneous nature and a third group of about equal size was employed in professional work not related to forestry.

Homemaking was the occupation of more than two-thirds of the home economics majors. Teaching home economics in secondary schools was the most prevalent remunerative employment of these graduates. Extension work and other professional home economics work combined employed a slightly larger group than did high school teaching. Small numbers were engaged as college teachers, in private business in work related to home economics, and in professional work not related to their field of college study.

TABLE XIII

PRIMARY OCCUPATION GROUPING OF GRADUATES OF THE COLLEGE OF AGRICULTURE, FORESTRY, HOME ECONOMICS, AND VETERINARY MEDICINE OF THE UNIVERSITY OF MINNESOTA IN 1950[134]

Occupation	Percentage
Farming	2.24
College Teaching	4.55
Agriculture Teachers (Secondary)	6.85
Home Economics Teachers (Secondary)	4.08
Administrative Workers	.86
Research	2.56
Extension	3.10
U.S.D.A.	9.08
Other Professional Agricultural, Forestry, or Home Economics Workers	12.83
Agricultural, Forestry, or Home Economics Business	9.20
Homemakers	31.24
Other Agricultural, Forestry, or Home Economics	.70
Professional Work, non-related to majors	7.62
Other Work, non-related to majors	2.72
Armed Forces	.63
No Occupation listed	.09
Unemployed	.72
Retired	.93
Total	100.00

The occupations of graduates were classified according to type as shown in Table XIV.

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[134] Ibid., p. 2.

TABLE XIV

TYPE OF EMPLOYMENT OF GRADUATES OF THE COLLEGE OF AGRICULTURE, FORESTRY, HOME ECONOMICS, AND VETERINARY MEDICINE[135]

	Graduated in							
	Agriculture		Forestry		Home Economics*			Percent of
	Number	Percent	Number	Percent	Number	Percent	Total	Total
Publicly Employed	926	57.62	384	53.45	475	66.98	1785	58.73
Privately Employed	410	25.51	264	36.75	199	28.06	873	28.72
Self Employed	240	14.93	58	8.07	29	4.09	327	10.76
Unemployed	30	1.87	11	1.53	6	.85	47	1.55
No information	1	.06	1	.14	0	-	2	.07
Total	1607	99.9	718	99.94	709	99.98	3034	99.93

*Type of employment of those graduates in Home Economics who reported themselves as being employed full time.

[135] Ibid., p. 3.

A higher proportion of male graduates marry than do female graduates as revealed by information in Table XV.

TABLE XV

MARITAL STATUS OF GRADUATES OF COLLEGE OF AGRICULTURE, FORESTRY, HOME ECONOMICS, AND VETERINARY MEDICINE[136]

Status	Male	Percent of Total	Female	Percent of Total	Total	Percent of Total
Single (never married)	232	10.03	467	23.55	699	16.27
Married	2046	88.42	1419	71.56	3465	80.64
Widowed	18	.78	57	2.87	75	1.75
Separated or Divorced	17	.74	40	2.20	57	1.33
Status Unknown	1	.04	-	-	1	.02
Total	2314		1983		4297	

> The rate of separation or divorce is much smaller in this group than in the general population, with .817 per cent of male graduates and 2.64 per cent of female graduates who married reporting separation or divorce.[137]

Minnesota investigators also studied the size of the families of the graduates of that institution and summarized the information compiled in a table comparing the number of children produced by male and female graduates. Conclusions presented in this table resulted in the following statement:

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[136] Loc. cit.

[137] Ibid., p. 4.

> The number of children born to marriages of male graduates ranged from 0 to 12, with a mean of 2.00, while those of female graduates ranged from 0 to 8, with a mean of 1.84. The mean number of children per family of the total married graduates was 1.94.[138]

Of the graduates studied, some were located in each of the 48 states and Alaska, Hawaiian Islands, Canada, Mexico, Central America, Africa, Asia, Europe, and South America. More than half of the group lived within the state of Minnesota with almost two-thirds residing in Minnesota and the contiguous states of Wisconsin, Iowa, South Dakota and North Dakota.

> California leads as the state to which Minnesota graduates migrate, with a total of 226 or 5.26 per cent residing there. Wisconsin is a very close second, with 222 or 5.17 per cent of Minnesota graduates in residence. Only 58 persons or 1.35 per cent reported their residence as being outside of the United States proper.[139]

Rose completed a more detailed study of 181 representative graduates of the Home Economics Education curriculum of the University of Minnesota.[140] These young women graduated from June 1941 through December 1943. Data for the study was secured from University and State Department of Education records and from questionnaires mailed to graduates. Information on the occupational status of these alumnae is presented in Table XVI.

More than four out of five of these graduates accepted a teaching position immediately after graduation.

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[138] Loc. cit.

[139] Ibid., p. 4.

[140] Ella J. Rose, A Study of Graduates of the University of Minnesota Home Economics Education Curriculum (Minneapolis, Minnesota: Bureau of Educational Research, College of Education, University of Minnesota, 1951), 55 pp.

> The majority of those accepting teaching positions remained in their first jobs one year or less. Of those who continued to teach, 53 per cent returned to the same positions. Those who changed their location went chiefly into somewhat larger schools or towns....At the end of six years one out of three was still teaching; of this latter group one-third had married but had continued to teach.
>
> .....
>
> Nearly one-fourth of the group had carried on some advanced study but few had completed the fifth year of work required for a graduate degree.[141]

TABLE XVI

OCCUPATIONS OF MICHIGAN HOME ECONOMICS GRADUATES[142]

Occupation	First Year After Graduation		Six Years After Graduation	
	Number	Percent	Number	Percent
Teaching	147	82.1	35	31.8
Homemaking	11	6.1	51	46.4
Extension Service	8	4.4	6	5.5
Farm Security Administration	2	1.1	--	---
Personnel Counseling	2	1.1	2	1.8
W.P.A. School Lunch Supervision	1	0.6	--	---
Nursery School Supervision	1	0.6	1	0.9
Home Economics in Business	5	2.8	7	6.4
Foods Service	--	---	3	2.7
Social Service	--	---	2	1.8
Research	--	---	2	1.8
Domestic Service	--	---	1	0.9
Military service	2	1.2	--	---
Total	179	100.0	110	100.0

[141] Ibid., p. 34.

[142] Ibid., p. 48.

Vifquain of Iowa State College discussed the results of an investigation comparing the occupations entered into by the agricultural graduates of the Class of 1939 and the Class of 1940 of that institution.[143] The Class of 1939 included 290 agricultural graduates and 654 graduates in 1940. Thirty percent of the 1939 group and 23 percent of 1940 graduates received advanced degrees. Table XVII was constructed from information furnished by Vifquain.

In discussing the information presented in Table XVII Vifquain made the following statements:

> The class of 1939 at Iowa State College, saw 25 graduates go directly into farming. In 1949 there were 75 who did so. These numbers are increased considerably 3 to 5 years after the graduates are out and have had time to accumulate sufficient funds to start farming.
>
> Education work in high schools, colleges, universities, and in the Agricultural Extension Service still attracts the largest percentage of the agricultural graduates. In 1939, 112 or 39% entered this field. In 1949 there were 274 or 41%.
>
> Private industry absorbs another large group, 108 or 37% in 1939, 171 or 26% in 1949.
>
> The fourth field entered by agricultural students is governmental agencies - state or federal forestry services, Soil Conservation Service, United States Department of Agriculture, state agricultural departments, state highway commissions, state and city planning boards, to name but some of them. Those who entered such agencies in 1939 total 38 or 13% and in 1949 the number was 70 or 11%.

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[143] R. M. Vifquain, "Graduates in Agriculture are Finding Jobs" (mimeographed releave, Division of Agriculture, Iowa State College, Ames, Iowa, 1949), 5 pp.

TABLE XVII

NUMBERS OF AGRICULTURAL GRADUATES OF IOWA STATE COLLEGE BY CURRICULA, ENTERING CERTAIN LARGE AREAS OF WORK

	Total '39-'49		Educational '39-'49		Farming or Farm Mgt. '39-'49		Governmental and State Services '39-'49		Private Industry '39-'49		Not Placed at Time of Survey '39-'49	
Ag. Economics	25	44	11	24	2	5	6	4	6	11	0	0
Agronomy	38	87	12	35	5	8	7	18	13	15	1	11
Animal Husbandry	78	95	35	42	18	21	4	2	19	22	2	8
Dairy Industry	41	46	7	4	0	1	0	6	33	31	1	4
Farm Operation	0	47*	0	4	0	36	0	0	0	6	0	1
Forestry	57	77	10	5	0	0	18	28	26	36	3	8
Poultry Husbandry	0	20	0	5	0	0	0	0	0	14	0	1
Genetics	0	3	0	3	0	0	0	0	0	0	0	0
Horticulture	7	18	4	6	0	1	0	0	3	8	0	3
Landscape Arch.	4	25	0	0	0	0	2	9	2	12	0	4
Tech. Journalism	5	11	0	5	0	0	0	0	5	5	0	1
Voc. Education	35	181**	33	143	0	3	1	1	1	11	0	23
Totals	290	654	112	274	25	75	38	70	108	171	6	64
Percentages			39	41	9	12	13	11	37	26	2	10

*Includes 25 two-year certificate men.
**Includes 100 Agriculture Education and 81 Industrial Education graduates.

> The largest number from any one curriculum, who went directly into farming was from Farm Operations, a new curriculum first established in 1944. A 2-year program and a 4-year curriculum are offered. Also, the curricula of Animal Husbandry, Agronomy, and Agricultural Economics furnish a goodly number. After a few years of teaching, quite a number of the agricultural education graduates start farming.
>
> The ranks of those entering education work was swelled by vocational education graduates, whose number jumped from 35 in 1939 to 181 in 1949. However, 81 of these graduates were from the reactivated Industrial Education curriculum. Last year, Iowa State College sent 54 persons into vocational agriculture teaching in high schools and junior colleges, more than double the number sent in 1939. Those who took jobs teaching industrial arts numbered 45. In 1939 there was only one. Twenty-seven of the 1949 graduates started out instructing G. I. classes in agriculture, an occupation unknown in 1939.[144]

Andre presented information on positions held by 878 living Forestry graduates of Iowa State College who graduated from 1904 to August, 1951.[145] Of this group 74.5 percent were engaged in forestry work. Groups of almost equal size - each about 30 percent of the total - were working for federal agencies and for private industry. Slightly over seven percent were employed as professional foresters by state or local government organizations and almost as many were engaged in educational work. Of the 25.5 percent of the graduates who were not in active forestry work a few were farming or ranching, some were in military service, about 10 percent were in other fields including state, county and city engineering work. The occupation status of 7.2 percent of the group was unknown.

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[144] Loc. cit.

[145] Floyd Andre, (Typed material enclosed in letter dated February 14, 1952 and addressed to this writer) 4 pp.

Andre also reported the results of a study of 229 horticulture graduates of Iowa State College. Almost one-third of this group were actively engaged in farming or horticultural work. Between one-fourth and one-third were in teaching, research, or agricultural extension. The United States Department of Agriculture employed an additional 11.4 percent in horticultural or related work. Seven percent had positions in industry which were closely related to horticulture or agriculture. Varied non-horticultural positions were the occupations of 13.5 percent.

Hixson of the University of Nebraska wrote in a personal letter to this investigator in February of 1952:

> I am enclosing herewith the breakdown of occupations of our graduates as best we have that information at the present. Federal means any federal employment other than the U.S.D.A.; U.S.D.A., of course, means any of the bureaus or departments in that organization; state refers to employment in any of the state agencies; teaching refers to either vocational agriculture, University or public schools; farming is self-explanatory; business includes either retailing, wholesaling, banking, manufacturing, or other; students, of course, refer to graduate students.[146]

Table XVIII was contrived from information furnished by Hixson and the occupation areas correspond to his explanations.

Johnston stated that a study was made of approximately 600 graduates of the College of Agriculture of the University of Wyoming.[147] Questionnaires were mailed to these graduates and the responses used to compile the information on occupations of graduates presented in Table XIX.

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[146] Ephriam Hixson (Letter to author dated February 7, 1952), 2 pp.

[147] Alexander Johnston (Letter to author dated February 6, 1952), 2 pp.

TABLE XVIII

OCCUPATIONS OF THE COLLEGE OF AGRICULTURE GRADUATES OF THE UNIVERSITY OF NEBRASKA

Occupational Area	Percentage Employed
Federal	1.7
U.S.D.A.	8.0
State	14.5
Teaching	25.0
Farming	20.1
Business	26.2
Students	3.4
Retired	1.1
Total	100.0

As may be noted from this table about one-fourth of the agricultural graduates of the University of Wyoming were engaged in farming or ranching. This was a considerably higher proportion than studies of graduates of several institutions have indicated. The single largest block of graduates in the Teaching, Research, and Extension area were teachers of high school vocational agriculture. Workers for the Soil Conservation Service and the Bureau of Reclamation include the larger number of the graduates who were agricultural employees of the Federal Government. Almost 49 percent of the graduates were employed by some public agency which was tax supported.

George Montgomery of Kansas State College surveyed the students graduating from that institution with majors in agricultural economics or agricultural administration during a twenty-eight year period beginning with the Class of 1920.[148] Since 1920, 738 students had graduated with majors

[148]John McBride, "Ag Graduates Enter Unusual Occupations," The Kansas Agricultural Student, XXVII (October, 1950), 8.

TABLE XIX

OCCUPATIONS OF THE COLLEGE OF AGRICULTURAL GRADUATES OF THE UNIVERSITY OF WYOMING

Occupational Area	Number Employed
Teaching, Research, and Extension	181
Farming and Ranching	152
Federal Employment - Agricultural	104
Professional Agricultural Work - Private employment	11
Agricultural Business	32
State Employment - Agricultural	13
Graduate Study	14
Commercial - non-agricultural	31
Professional - non-agricultural	12
Federal - non-agricultural	4
State - non-agricultural	2
Armed Services	8
Retired	2
Unknown	76
Total	642

in these fields, and Montgomery received replies to questionnaires sent to more than 500 of them.

> According to the survey, this is how the occupations exist among this group of alumni; farming has attracted 107; 65 are engaged in teaching and research work as extension specialists in land grant colleges; 29 are county agents, 40 grads are instructing veterans in on-the-job training; 68 are teachers of vocational agriculture; 7 are employed as bankers or cashiers.[149]

The remainder of the group was engaged in a variety of activities most of which were connected with agriculture.

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[149] Loc. cit.

Several of the studies of agricultural graduates of Land Grant Colleges and Univeresities discussed on the preceding pages were carried out as a result of the stimulus and encouragement of the National Survey of Graduates of Colleges of Agriculture conducted by the Association of Land Grant Colleges and Universities under the direction of Dean Sam B. Shirky of the University of Missouri. Shirky reported to the 1950 conference of the Association as follows:

> Last year at the meeting of the resident instruction section of the Association of Land Grant Colleges and Universities, it was recommended that a survey be made of positions held by graduates of college of agriculture.
>
> The purpose of this study was to learn in what lines of work graduates of colleges of agriculture engaged, the numbers in each major phase, and other pertinent information concerning the useful employment of graduates. It is generally recognized that graduates of agricultural colleges find employment in a very wide variety of positions and in widely scattered locations. Therefore, while each agricultural college is endeavoring to train its graduates particularly for the needs present within the borders of its own state, it is actually training men for service in all parts of the country, and in a great many foreign countries.
>
> It was thought that a fairly complete survey showing the actual positions held by graduates of colleges of agriculture would be of great usefulness to the graduates themselves, to students now enrolled in agricultural colleges, and to young men considering entering any of the many fields of work in, and connected with, agriculture. Also, student advisers in colleges of agriculture should find the information from such a survey of very real service. Therefore, at the last meeting it was recommended that each Land Grant College he urged to prepare a summary of the types of work in which its graduates were engaged and that these summaries be brought together for the country as a whole. A special committee, consisting of Associate Dean R. R Hudelson of Illinois, Assistant

Dean L. J. Horlacher of Kentucky, and Associate Dean S B. Shirky, of Missouri (Chairman), was appointed to develop a plan for this work.[150]

In a similar report to the 1951 conference Shirky disclosed that data had been assembled on 14,955 graduates of Land Grant Institutions during 1950 and 1951.[151] Table XX was produced from responses from these graduates.

Information presented in Table XX indicates that one-fourth of the agricultural graduates of land-grant institutions are employed in teaching, extension, and research. Almost one-fifth work in professional and commercial agriculture. Approximately equal numbers - about one-eighth of the total group in each case - were employed by the state and federal governments or were farming. Graduates included in the total sample of 14,955 but not accounted for in Table XX were occupied in miscellaneous positions. Material presented in Table XX was greatly influenced by states who reported on large numbers of graduates and is not completely representative of the nation as a whole.

TABLE XX

OCCUPATIONS OF COLLEGES OF AGRICULTURE STUDENTS

Occupational Area	Number of Students	Percentage
Farming and Ranching	1,739	12.3
Teaching, Extension, and Research	3,800	25.1
Professional and Commercial Agriculture	2,847	19.0
Professional and Commercial non-agriculture	1,110	7.4
Graduate Study	329	2.2
Armed Forces	396	2.6
State and federal governments	2,061	13.8

[150] Shirky, op. cit., p. 1.

[151] Sam B Shirky, "National Survey of Employment of Graduates of Colleges of Agriculture" (Report to the Resident Instruction Section of the Association of Land Grant Colleges and Universities, 1951), 4 pp.

Table XXI is also taken from Shirky's 1951 report and reports the same information as Table XX except that percentages are shown by individual states. Included are results of studies of agricultural graduates in twenty states and territories.

> Some of these reports are from data supplied in 1950 and some in 1951. The number of students at any one institution may vary from one to several thousand. The data, therefore, are not always comparable and these figures should be taken merely as indications.
>
> It is apparent that the number of graduates engaged in the actual business of farming is not as high as many of us would like to see. There has been a substantial increase in the number of graduates employed in commercial agriculture. I also believe that the percentage of graduates employed in non-agricultural pursuits is showing some increase, which may be expected as the number of students in agriculture increases and the importance of an agricultural background becomes more apparent to other fields of work such as: banking, law, business, and industry.
>
> The percentages in teaching, extension, research, and state and federal employment remain very high.
>
> ing for actual farming and for employment in commercial agriculture.[152]
> ing for actual farming and for employment in commercial agriculture.[152]

One of the most extensive studies of the ex-students of Land Grant Institutions was carried on in connection with the Survey of Land-Grant Colleges and Universities, completed in 1930.[153] Responses were received from 37,342 alumni and other former students of 48 institutions as a result of sending out 76,785 questionnaires. These students matriculated

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[152] Ibid., p. 2.

[153] Klein, op. cit., p. 345.

TABLE XXI

PERCENTAGE DISTRIBUTION OF EMPLOYMENT OF AGRICULTURAL GRADUATES BY STATES

State	Farming & Ranching	Teaching & Extension Research	Professional & Commercial Agriculture	Professional & Commercial Non-Agriculture	State & Federal	Armed Forces
Arizona	28.6	40.9	9.4	12.6		4.6
California	25	48	15	7	5	
Colorado (Agron.)	18	18.3	12.8	5.2	32.7	5.2
Connecticut	23.7	13.7	27.5	21.3	13.8	
Hawaii	4	49	15	10.5	12.6	2.8
Iowa 1950	17.7	32.5	31	1.3	8.6	1.2
1949	12.7	46.4	29		11.9	
1939	8.8	39.6	38.2		13.4	
Hort.	41.2	27.9	7.1	7.1	11.5	.9
Forestry	3.6	6.3	30.6	8.7	52.1	4.3
Kansas	31.8	14.9	16.9		3	27.9
Kentucky	11	54	5	12		
Maine	21.8	29.1	23.6	25.5		
Minnesota Agr.	5.8	35.2	26.1	22.9	9.5	.9
Forestry	.3	9.6	31.6	25.6	31.7	1.1
Mississippi	17.2	34.5	16.7	1.1	9.4	13.9
Missouri	11.7	36.6	22.5	7.4	7.4	4.8
Montana	24.1	22.2	11.1		14.8	21.3
Nebraska	20.4	25.2	26.5		24.4	
Nevada	40	20	13.3		20	
New York	15	40	25	5	15	
North Dakota	10.9	68.1	7.9	4.9		
Vermont	16.5	54.2	10.3	5.1	9.7	.6
West Va. Forestry	*31.4	3.1	17.8		26.2	10.5
Wyoming	26.2	33.1	6.8	7.5	21.6	4.9
Total	12.3	25.1	19	7.4	13.8	2.6

*Private Forestry.

during the academic years of 1899-1902, 1909-1912, and 1919-1922. Returns came from a large number of former students who did not graduate as well as from graduates of the various land-grant institutions. Former students included those who specialized in the fields of agriculture, engineering, home economics, arts and sciences, and education. Our concern here will be largely with the responses from the 5,269 agricultural graduates and the 1,668 graduates in home economics.

Of the 5,269 agricultural graduates, 3,199 or 60.71 percent were farm reared. Another group, composed of 9.74 percent of the total, were not farm reared but lived in communities with population of less than 2,500. The homes of 8.44 percent were located in towns with populations of from 2,500 to 10,000 and 7.14 percent lived in communities of 10,000 to 50,000 populations. Only 12.89 percent of these 5,269 agricultural graduates had been reared in towns of 50,000 population. Slightly more than 38 percent of the home economics graduates were farm reared and greater numbers were reared in towns and cities of all classifications than was true of the agricultural majors. Cities of over 50,000 contributed 16.48 percent of the group.[154]

More than 40 percent of the agricultural and home economics graduates had done no graduate work after receiving their bachelor's degree. About 16 percent of the agricultural graduates had received a Master's degree and 3.01 percent had been awarded a Doctor of Philosophy degree. Only 5.56 percent of the home economics majors had earned Master's degrees and .28 percent had received Doctor of Philosophy degrees.[155]

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[154] Ibid., p. 354.

[155] Ibid., p. 357.

At the time of the land-grant college survey the agricultural graduates were employed in occupations as shown in Table XXII.

TABLE XXII

OCCUPATIONS OF COLLEGE OF AGRICULTURE GRADUATES AS REPORTED IN 1930[156]

Occupational Area	Percentage Employed
Agriculture	61.60
Home Economics	1.87
Engineering	2.88
Forestry	1.95
Veterinary Medicine	0.53
Education	8.65
Commerce and Business	15.24
Professional Work	3.71
Non-professional Work	2.78
No Reply	0.74

This early study made no attempt to discover the type of agricultural work in which graduates were employed. Almost 62 percent were engaged in the general field of agriculture and educational employment was the next most prevalent with slightly less than 9 percent of the graduates so employed. Similar statistics for the home economics graduates disclosed that 87 percent were in home economics occupations (including homemaking) and that about 6 percent were in education.[157]

Chapman completed in 1949 a study of the occupational status of men who qualified to teach Vocational Agriculture at Louisiana State University

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[156] Ibid., p. 369.

[157] Ibid., p. 371.

in the 30 years from 1919 to 1948.[158] Questionnaires were sent to 741 men and 631 of them were returned. Of these who answered, 150 were teaching vocational agriculture in high schools in 1949. Fourteen were connected with vocational agriculture in administrative or supervisory capacities, and thirty as college teachers. One hundred and three were vocational agriculture teachers in the institutional on-the-farm training program for veterans. This represents a total of 47.1 percent who were still in vocational agriculture. One hundred fifty, or 23.8 percent, were in closely related agricultural occupations. Of this number, 79 were county agents, 15 farmers or farm managers, two entomologists, five plant quarantine inspectors, 17 worked for Farmers Home Administration, four in experiment stations, four in plant pathology, 16 in the Soil Conservation Service, one in veterinary medicine, and seven in miscellaneous activities, for the most part in the United States Department of Agriculture.

Seven and one-tenth percent of these qualifiers were engaged in educational activities other than agricultural. Employers of these 45 people ranged from the State Department of Education to the Louisiana Education Association, but most of them were in administrative, athletic, or academic capacities in the public high schools.

Thirty-seven, or 5.7 percent of the 631 included in the study, were engaged in occupations related to agriculture and not already named. Seven

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[158]John C. Chapman, "Occupational Status of Men Who Qualified at Louisiana State University Since 1919 to Teach Vocational Agriculture" (Unpublished Master's thesis, Louisiana State University, Baton Rouge, Louisiana, 1949), p. 58.

or 1.1 percent were doing graduate work and 14.1 percent were working in occupations unrelated to agriculture. Four, or .7 percent, had retired.[160]

Considerable correlation between the results of Chapman's investigation and a study of graduates of the entire College of Agriculture of Louisiana State University is to be expected, since men qualifying to teach vocational agriculture have always represented a sizable percentage of the total graduates.

In summary of this discussion of related studies, the American concept of higher education designed for widespread numbers of citizens is still vigorously challenged by individuals but has come to be generally accepted by the people as a whole. However, as this acceptance has been transfigured into more and larger colleges and as a steady stream of graduates have poured into the current of our national life, there has developed an increasing desire to know more about these college graduates and to evaluate the effect of the college training our generosity has provided for them. This interest in study and evaluation has been directed not only toward the American college graduates as a group but also has included investigations of alumni of individual institutions.

Certain common elements in these studies have lightly sketched an outline of the place that college graduates have in our national existence. One of the boldest marks in this sketch is that which indicates that American college graduates are working citizens and that they work successfully. In recent years greater percentages of them have turned toward specific

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[160] Ibid., p. 66.

preparation for occupations in their college study. One measure of their occupational success after college is the number of financial investigations which indicate their monetary prosperity in comparison with other citizens.

The large numerical advantage of males among college graduates has been greatly reduced but continues to exist. Women do not dispose of the financial disadvantages of their sex when they complete college. Women graduates are more successful financially than other women but do not compare favorably with men graduates. The majority of jobs for female graduates are still in some branch of education.

Divorce is not as prevalent among college alumni in the United States as in other strata of society. College education in the past has often been training for spinsterhood, but this is becoming much less true. Families of ex-students have traditionally been small, but the numbers of children are increasing. College women can still be condemned for not bearing enough children to replace the college population.

College training has an urbanizing effect on most alumni. Very small numbers of the graduate population as a whole go into farming and only a minority of agricultural graduates. However, most graduates of agricultural colleges occupy positions of leadership in agricultural work and increasing numbers of them become involved in farming operations as the time since graduation increases.

CHAPTER III

STUDY AND PRESENT LOCATION OF GRADUATES INCLUDED IN THIS INVESTIGATION

On a spring evening of May, 1931, Governor Huey P. Long awarded Bachelor of Science degrees to 58 students of the College of Agriculture at the annual commencement ceremonies of Louisiana State University and Agricultural and Mechanical College. On August 7, 1940, after the University had adopted a system of both spring and fall graduations, Governor Samuel Houston Jones made similar awards at another degree conferring ceremony. At these two graduations and the others that took place during the intervening ten years, Bachelor of Science degrees from the College of Agriculture of Louisiana State University and Agricultural and Mechanical College were granted to 961 men and women. These are the people with whom this study is concerned.

The addresses of individuals in this group of 961 were compiled in the spring of 1951 from the records of the Alumni Federation, the College of Agriculture, the various departments in the College of Agriculture, from phone books and city directories, and by personal contacts with many faculty and staff members and visitors on the campus of Louisiana State University and Agricultural and Mechanical College. Over a period of several months questionnaires were mailed to these graduates in order to secure information concerning their after-college experience.[1] As

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[1] See Appendix B for a copy of the questionnaire.

indicated by information in Table XXIII, completed questionnaires were received from 662 or 68.9 percent of these graduates. It was determined that an additional 35 or 3.6 percent of the ex-students in this group were deceased which accounted for 697 or 72.5 percent of the graduates selected for study. Responses were not received from 264, or 27.5 percent, of the graduates. Many of the questionnaires mailed to this group were returned by the post office as undeliverable. However, with only a very few exceptions, a questionnaire was mailed to some address for each graduate in the selected sample. Information on deceased graduates was obtained from the Alumni Federation records, from personal contact with friends of the deceased, and from letters received from relatives. The possibility exists that some of those who are included in the "unaccounted" group may also be dead. Many of this group lost their lives in World War II and this especially applies to the deceased members of the Classes of 1939 and 1940. Casual study of the incomplete records of the Alumni Federation in this respect indicate that members of this group of graduates were lost in all war areas from a Japanese Prisoner-of-War transport off the Philippine Islands to the battlefields and skies of North Africa and Europe.

Statistics presented in Table XXIII indicate the rapid growth of the College of Agriculture during the ten years under study. The Class of 1940 was far larger than the earlier classes and a somewhat higher percentage of returns was received from this group. For this reason the results of this study were somewhat more heavily influenced by the graduates of this one class. Further clarification of this point is presented by material in Table XXIV. Slightly more than 21 percent of the

TABLE XXIII

DISTRIBUTION OF GRADUATES ACCORDING TO YEAR OF GRADUATION

Class	Number Graduating	Number Questionnaires Received	Percent of Class	Number Graduates Deceased	Percent of Class	Number Unaccounted	Percent of Class
1931	58	34	58.6	1	1.7	23	39.7
1932	67	43	64.2	4	5.9	20	29.9
1933	50	35	70.0	3	6.0	12	24.0
1934	66	47	71.2	3	4.6	16	24.2
1935	81	56	69.1	3	3.7	22	27.2
1936	71	49	69.0	2	2.8	20	28.2
1937	101	60	59.4	0	0.0	41	40.6
1938	131	89	67.9	3	2.3	39	29.8
1939	132	94	71.2	6	4.6	32	24.2
1940	204	155	76.0	10	4.9	39	19.1
Total	961	662	68.9	35	3.6	264	27.5

graduates received their degrees in 1940 while only 6 percent graduated in 1931. Of the responses received 23.2 percent came from the Class of 1940 and only 6.1 percent from the 1931 graduates. It is the opinion of the writer that any study of the graduates of the College of Agriculture of Louisiana State University and Agricultural and Mechanical College must be weighted heavily in favor of the more recent graduates to be truly representative because of the increased enrollment of the College during recent years. For this reason it is not felt that the results of this study are unduly influenced by the later classes.

TABLE XXIV

DISTRIBUTION OF GRADUATES ACCORDING TO QUESTIONNAIRES RETURNED

Class	Number Graduating	Percent of Total Sample	Number Responses	Percent of Total Responses
1931	58	6.1	34	5.1
1932	67	7.0	43	6.5
1933	50	5.2	35	5.3
1934	66	6.9	47	7.1
1935	81	8.4	56	8.5
1936	71	7.4	49	7.4
1937	101	10.5	60	9.1
1938	131	13.6	89	13.4
1939	132	13.7	94	14.2
1940	204	21.2	155	23.4
Total	961	100.0	662	100.0

The major fields of undergraduate study of this selection of College of Agriculture graduates is indicated by information presented in Table XXV. Agricultural education has consistently been the field that most College of Agriculture students chose for their major study. The next largest group majored in home economics and only a slightly smaller number studied in the forestry department.

It has been comparatively unusual for a woman to graduate from the College of Agriculture with a major in any field other than home economics. In Table XXVI is presented a distribution of these graduates according to sex. Comparison with data in Table XXV indicates that the total number of alumnae exceeded the number of home economics graduates by two. Since there were no men among the home economics graduates, this emphasizes that during this period of ten years only two females graduated from the College of Agriculture whose fields of major study were in areas other than home economics. Both of these women took degrees in the Department of Animal Industry with one completing her work in 1939 and the other in 1940. Each attached a note to her questionnaire somewhat explaining her activities since completion of the Bachelor of Science. One, who became a high school biology teacher immediately after graduation, reported as follows:

> I have received national recognition in the biological field. I hold the office of First Vice-President of the National Association of Biology Teachers, and have been nominated for President-elect in 1952. I was elected to the chairmanship of the high school section of the Louisiana Academy of Sciences at the meeting in Shreveport last April.

TABLE XIV

UNDERGRADUATE MAJORS OF GRADUATES STUDIED

Class	Agricultural Economics		Agricultural Education		Agricultural Engineering		Agronomy		Animal Industry		Dairying	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1931	0	0.0	8	23.5	1	2.9	2	5.9	2	5.9	3	8.8
1932	0	0.0	18	41.9	0	0.0	6	14.0	4	9.3	2	4.6
1933	0	0.0	18	51.4	0	0.0	5	14.3	4	11.4	3	8.6
1934	0	0.0	21	44.6	2	4.3	2	4.3	7	14.9	4	8.5
1935	0	0.0	27	48.2	0	0.0	3.	5.4	6	10.7	8	14.3
1936	1	2.0	24	49.0	1	2.0	2	4.1	6	12.3	6	12.3
1937	1	1.7	16	26.7	0	0.0	5	8.3	6	10.0	2	3.3
1938	2	2.2	35	39.4	2	2.2	7	7.9	4	4.5	1	1.1
1939	1	1.1	38	40.4	5	5.3	6	6.4	7	7.4	1	1.1
1940	4	2.6	55	35.5	0	0.0	13	8.4	6	3.9	4	2.6
Total	9	1.4	260	39.3	11	1.7	51	7.7	52	7.9	34	5.1

(continued page 91)

TABLE XXV (CONTINUED)

UNDERGRADUATE MAJORS OF GRADUATES STUDIED

Class	Forestry		General Agriculture		Home Economics		Horticulture		Industrial Education		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
1931	4	11.8	7	20.6	7	20.6	0	0.0	0	0.0	34
1932	6	14.0	3	7.0	2	4.6	2	4.6	0	0.0	43
1933	2	5.7	1	2.9	1	2.9	1	2.8	0	0.0	35
1934	5	10.6	0	0.0	2	4.3	4	8.5	0	0.0	47
1935	4	7.1	1	1.8	4	7.1	3	5.4	0	0.0	56
1936	1	2.0	3	6.1	3	6.1	2	4.1	0	0.0	49
1937	15	25.0	2	3.3	11	18.4	2	3.3	0	0.0	60
1938	16	18.0	1	1.1	17	19.1	3	3.4	1	1.1	89
1939	14	14.9	1	1.1	18	19.1	1	1.1	2	2.1	94
1940	24	15.4	5	3.2	28	18.0	8	5.2	8	5.2	155
Total	91	13.7	24	3.6	93	14.0	26	3.9	11	1.7	662

This alumna had been awarded the Master of Science degree by Louisiana State University and this degree was also in the field of animal industry. She is owner and operator of 80 acres of farm land with beef cattle as the major enterprise. The other woman who majored in animal industry included this comment with her questionnaire:

> As far as my agricultural activities since leaving school - they have been practically nil. We still have hopes of being settled some day with a ranch, farm, or plantation - depending on the location. At present my husband, a doctor, is a volunteer in the Air Force; so our future is really indefinite.

TABLE XXVI

MEN AND WOMEN ALUMNI DISTRIBUTED ACCORDING TO YEAR OF GRADUATION

Class	Men	Women	Total
1931	27	7	34
1932	41	2	43
1933	34	1	35
1934	45	2	47
1935	52	4	56
1936	46	3	49
1937	49	11	60
1938	72	17	89
1939	75	19	94
1940	126	29	155
Total	567	95	662

Information on the number of advanced degrees earned by the 662 College of Agriculture graduates considered in this study are presented in Table XXVII. According to data shown here, 137 or 20.7 percent, have been awarded an advanced academic degree. Not included in this figure were five graduates who had received degrees or comparable awards since graduation. Among these five were one woman who earned a Social Welfare Certificate, two men who had been recipients of Bachelor of Divinity, and Bachelor of Law degrees, respectively, another women who had become a Registered Nurse, and one student who had received a Master's degree but did not identify its type. Including these five, 142 or 21.5 percent of the graduates had earned advanced degrees or comparable awards since graduating. Examination of individual responses from graduates discloses that many other ex-students had engaged in graduate study since receiving the Bachelor of Science degree but had not completed requirements for additional degrees. IBM schedules did not permit exact determination of the number who had carried on such study.

Statistics in Table XXVII showing the number and percentage of the members of each class who had earned advanced degrees do not evidence any trend toward an increased amount of graduate study by agricultural graduates. Seventeen or 39.5 percent of the Class of 1932 had earned advance degrees which was the highest proportion of any class reported. Only 7, or 7.4 percent, of the Class of 1939 had earned similar degrees. When all the graduates of the first five classes were combined, it was found that 26.0 percent had been recipients of advanced degrees. The comparable percentage for the latest five classes was 18.1 percent.

TABLE XXVII

ADVANCED DEGREES EARNED BY GRADUATES

Class	Total	M. S. Only	M. S. & Ph.D.	M. S. & D.Ed.	M. S. & DDS	M. Mus.	M.F.	M.A.	Ph.D. Only	Other Dr.'s	Total with Advanced Degree	
											No.	Percent
1931	34	8	2	0	0	0	0	0	1	0	11	32.4
1932	43	12	2	0	0	1	0	1	1	0	17	39.5
1933	35	5	1	0	0	0	0	0	0	0	6	17.1
1934	47	7	1	0	1	0	1	0	0	0	10	21.3
1935	56	8	0	1	0	0	1	0	1	1	12	21.4
1936	49	9	3	0	0	1	0	0	0	1	14	28.6
1937	60	12	0	0	0	0	1	0	0	0	13	21.7
1938	89	13	2	0	0	0	2	1	0	0	18	20.2
1939	94	4	1	0	0	0	0	1	0	1	7	7.4
1940	155	16	6	0	0	2	3	0	1	1	29	18.7
Total	662	94	18	1	1	4	8	3	4	4	137	20.7

Of the ex-students considered in Table XXVII who have received graduate degrees, 94 or 68.6 percent had earned Master of Science degrees only. Twenty-eight had earned doctor's degrees of some type. These included 22 Doctor of Philosophy degrees, one Doctor of Education, two Doctor of Veterinary Medicine degrees, two Doctor of Medicine degrees, and one Doctor of Dental Surgery.

As indicated by data in Table XXVIII considerable variation existed in the percentage of graduates of the various departments of the College of Agriculture who did graduate study. None of the small number of agricultural engineering alumni had been awarded an advanced degree. Only 5.4 percent of the home economics majors and 11.0 percent of the forestry studends had earned such awards. In contrast, 45.8 percent of the general agriculture alumni and 33.3 percent of the small agricultural economics group had received advanced degrees. All other majors except dairying ranged from 20 to slightly over 30 percent. Almost 18 percent of the dairying graduates had earned such degrees.

As evidenced by information presented in Table XXIX the median time that elapsed between graduation from the College of Agriculture and the receipt of the first advanced degree by these graduates was 5.67 years. Median time required by members of individual classes to secure such degrees varied considerably but not according to any apparent pattern. Obviously, the later classes had not had an opportunity to delay as long in securing degrees as the earlier classes.

Institutions from whom these College of Agriculture alumni have received their first graduate degrees are listed in Table XXX. Almost 72 percent of the graduates considered here obtained such degrees from

TABLE XXVIII

ADVANCED DEGREES EARNED BY GRADUATES OF THE VARIOUS MAJOR FIELDS

Major Field	Total	M.S. Only	M. S. & Ph.D.	M. S. & DEd.	M. S. & DDS	M. Ed.	M.F.	M.A.	Ph.D. Only	Other Dr.'s	Total with Advanced Degree	
											No.	Percent
Agri. Economics	9	2	1	0	0	0	0	0	0	0	3	33.3
Agri. Education	260	45	6	1	0	3	1	0	2	3	61	23.5
Agri. Engineering	11	0	0	0	0	0	0	0	0	0	0	0.0
Agronomy	51	14	1	0	1	0	0	0	0	0	16	31.4
Animal Industry	52	11	3	0	0	0	0	0	0	0	14	26.9
Dairying	34	4	2	0	0	0	0	0	0	0	6	17.7
Forestry	91	2	0	0	0	0	7	0	0	1	10	11.0
General Agriculture	24	7	3	0	0	0	0	0	1	0	11	45.8
Home Economics	93	3	0	0	0	0	0	2	0	0	5	5.4
Horticulture	26	5	1	0	0	0	0	1	1	0	8	30.8
Industrial Education	11	1	1	0	0	1	0	0	0	0	3	27.3
Total	662	94	18	1	1	4	8	3	4	4	137	20.7

TABLE XXIX

TIME REQUIRED TO OBTAIN FIRST ADVANCED DEGREE

Class	Years Between Graduation and Receipts of First Advanced Degree																				Median
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1931	2	2	0	1	0	2	0	1	0	1	0	0	0	0	0	0	0	0	1	1	5.50
1932	3	6	0	0	1	1	0	2	0	0	0	0	0	0	0	1	1	0	0	0	2.75
1933	1	0	0	1	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	6.50
1934	1	2	1	0	1	1	0	1	0	1	0	0	0	1	1	0	0	0	0	0	6.00
1935	2	0	0	1	0	0	0	1	0	0	0	1	0	3	1	1	0	0	0	0	13.00
1936	1	4	2	2	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	4.00
1937	3	1	0	1	2	0	0	1	1	0	2	0	1	2	0	0	0	0	0	0	6.00
1938	4	3	1	0	0	0	0	0	2	1	4	1	2	0	0	0	0	0	0	0	7.00
1939	2	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2.50
1940	4	7	1	0	0	2	5	0	2	2	4	0	0	0	0	0	0	0	0	0	6.25
Total	23	27	5	7	6	8	5	7	5	6	10	3	5	7	2	2	2	0	1	1	5.67

Louisiana State University. A slightly less proportion of the members of the later five classes returned to this institution for graduate work but not to the extent that any other college or university seriously competed with Louisiana State University as the place where College of Agriculture graduates continue their study. Members of the earliest five classes received first advanced degrees from Cornell University, Iowa State College, Columbia University, Pennsylvania State College, Washington State College, and the New York State College of Forestry in addition to Louisiana State University. Five of the 12 individuals receiving their degrees from institutions other than Louisiana State University earned them at Cornell University. Members of the later five classes were awarded first graduate degrees from 15 different institutions. Out-of-Louisiana colleges and universities who awarded the largest number of such degrees to these alumni were Iowa State College and the Agricultural and Mechanical College of Texas.

More than one-third of the College of Agriculture graduates who have been awarded doctor's degrees received them from Cornell University as is indicated by data in Table XXXI. Louisiana State University conferred degrees on 17.9 percent of the group and Iowa State College and the Agricultural and Mechanical College of Texas bestowed the next highest percentages. Two of the degrees earned at Louisiana State University were in the School of Medicine. Agricultural education majors were awarded the most doctor's degrees, but higher percentages of the graduates in all other fields except agronomy, forestry, agricultural engineering, and home economics had received such academic awards. Agricultural engineering and home economics graduates included in this study had not yet earned

TABLE XXX

INSTITUTIONS GRANTING FIRST ADVANCED DEGREES

Institution	Classes of 1931 - 1935	Classes of 1936 - 1940	Total	
	Number		No.	Percent
Louisiana State University	42	52	94	71.7
University of Kentucky	0	1	1	.8
North Carolina State	0	1	1	.8
University of Connecticut	0	1	1	.8
Ohio State University	0	1	1	.8
Yale	0	2	2	1.5
Duke	0	2	2	1.5
Texas A & M.	0	5	5	3.8
Cornell	5	1	6	4.5
Iowa State	1	6	7	5.3
Columbia	1	1	2	1.5
Purdue	0	1	1	.8
Tulane	0	1	1	.8
Michigan State	1	1	2	1.5
Oklahoma A & M	0	1	1	.8
Pennsylvania State	2	0	2	1.5
Washington State	1	0	1	.8
New York State College of Forestry	1	0	1	.8
Total	54	77	131	100.0

any doctor's degrees at the time the questionnaires were returned.

Some insight into the effect of the initial choice of occupation made by graduates immediately after receiving the Bachelor of Science degree on their likelihood of earning graduate degrees is presented by

TABLE XXXI

INSTITUTIONS GRANTING DOCTOR'S DEGREES

Doctoral Institution	Agri. Eco.	Agri. Educ.	Agron-omy	Animal Indus.	Dairy-ing	For-estry	Gen. Agri.	Horti-culture	Indus. Educ.	Total No.	Total %
Louisiana State University	1	3	0	0	0	1	0	0	0	5	17.9
North Carolina State	0	0	0	0	0	0	1	0	0	1	3.6
Ohio State	0	0	0	0	0	0	1	0	0	1	3.6
Oklahoma A & M	0	0	0	1	0	0	0	0	0	1	3.6
Wisconsin	0	0	0	0	0	0	0	1	0	1	3.6
Iowa State	0	0	1	0	2	0	0	0	0	3	10.7
Cornell	0	6	0	1	0	0	1	1	1	10	35.7
University of Calif.	0	0	0	1	0	0	0	0	0	1	3.6
Illinois	0	1	0	0	0	0	0	0	0	1	3.6
Minnesota	0	0	0	0	0	0	1	0	0	1	3.5
Texas A & M	0	2	0	0	0	0	0	0	0	2	7.1
Indiana	0	0	1	0	0	0	0	0	0	1	3.5
Total	1	12	2	3	2	1	4	2	1	28	100.0

data in Table XXXII and Table XXXIII. As evidenced by information in Table XXXII, alumni whose first employment was in full-time farming, administrative positions with governmental agencies or private concerns, or in teaching, were less likely to complete requirements for a master's degree. The small number of alumni who obtained initial positions in research were the ones who earned master's degrees in the greatest proportion. These students who went directly into full-time graduate study were classified in the non-agricultural category and thus 39.4 percent of this classification received master's degrees. These full-time graduate students were also the ones who eventually earned most of the doctor's degrees. As shown by information in Table XXXIII, half of the doctor's degrees received by the members of the 10 classes being considered in this investigation were awarded to ex-students whose initial occupation was in the non-agricultural category. One alumnus whose first employment was in research completed requirements for a doctor's degree but the number who secured such initial employment was so small that this represented 8.3 percent of the group. Of the two categories with the largest numbers of individuals included, 3.1 percent of the teachers gained doctor's degree as compared with 1.5 percent of those in administrative positions. No graduate whose first occupation was in agricultural extension had yet earned such a degree.

Data on the present location of graduates of the College of Agriculture are presented in Table XXXIV. Of the 662 alumni involved in this study, 486, or 73.4 percent, resided within the State of Louisiana. Living in the other 47 states of the United States were 144, or 21.8 percent, and 22, or 3.3 percent, were inhabitants of the territorial possessions and the

TABLE XXXII

GRADUATES WITH MASTER'S DEGREES DISTRIBUTED ACCORDING TO INITIAL OCCUPATIONS

Occupational Field	Total Reporting	Master of Science	Master of Education	Master of Forestry	Master of Arts	Master's (type unknown)	Total with Degrees	
							No.	Percent
Farming	35	1	0	1	0	0	2	5.7
Teaching	291	52	3	0	1	0	56	19.2
Agricultural Extension	23	5	0	0	0	0	5	21.7
Research	12	7	0	0	0	0	7	58.3
Administrative	202	17	0	6	0	1	24	11.9
Non-Agricultural	94	32	1	2	2	0	37	39.4
Total	657	114	4	9	3	1	131	19.9

TABLE XXXIII

GRADUATES WITH DOCTOR'S DEGREES DISTRIBUTED ACCORDING TO INITIAL OCCUPATIONAL FIELD

Occupational Field	Total Reporting	Doctor of Philosophy	Doctor of Education	Doctor of Veterinary Medicine	Doctor of Medicine	Doctor of Dental Surgery	Total With Degrees	
			Number				No.	Percent
Farming	35	0	0	1	0	0	1	2.9
Teaching	291	6	1	1	1	0	9	3.1
Agricultural Extension	23	0	0	0	0	0	0	0.0
Research	12	0	0	0	0	1	1	8.3
Administrative	202	2	0	0	1	0	3	1.5
Other	94	14	0	0	0	0	14	14.9
Total	657	22	1	2	2	1	28	4.3

District of Columbia. Ten ex-students, or 1.5 percent, reported that they were living in foreign countries. Graduates of the agricultural education curriculum lived in Louisiana in the greatest proportion with 87.3 percent so residing. In contrast, more than half of the forestry alumni had established themselves in one or the other 47 states. A great proportion of the agricultural engineering graduates also left Louisiana but the number of men involved was small.

Ex-students who had moved from Louisiana to other states lived in 26 of the other 47 states. The largest number went to Texas with 34, or 23.6 percent, of this group of 144 living in that state. Next greatest numbers went to the other two states contiguous to Louisiana with 23 ex-students making their homes in Mississippi and 12 in Arkansas. Of course, at least part of these alumni were originally from these states. Nine graduates were living in Alabama which was the largest number in any non-contiguous state. Seven alumni emigrated to each of the states of Tennessee and California and six lived in each of the states of Georgia, New York, and South Carolina. Ninety-seven, or 67.4 percent, of this group of 144 non-Louisiana residents lived in the eleven southern states of Texas, Oklahoma, Arkansas, Mississippi, Tennessee, Alabama, Georgia, Florida, Virginia, North Carolina, and South Carolina. When this figure of 97 is added to the 486 residents of Louisiana the fact is emphasized that 583, or 88.1 percent of the graduates considered in this investigation were residing in 12 southern states at the time the questionnaires were returned. This information can be compared with the report of the University of Minnesota that almost two-thirds of its agricultural

TABLE XXXIV

UNDERGRADUATE MAJOR AND PRESENT LOCATION

Major Field	Total Number	Louisiana		Other States		Territories		Other Countries	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agricultural Economics	9	6	66.7	2	22.2	1	11.1	0	0.0
Agricultural Education	260	227	87.3	32	12.3	1	.4	0	0.0
Agricultural Engineering	11	5	45.5	6	54.5	0	0.0	0	0.0
Agronomy	51	41	80.4	5	9.8	5	9.8	0	0.0
Animal Industry	52	32	61.5	9	17.3	7	13.5	4	7.7
Dairying	34	29	85.3	5	14.7	0	0.0	0	0.0
Forestry	91	38	41.8	51	56.0	1	1.1	1	1.1
General Agriculture	24	12	50.0	6	25.0	4	16.7	2	8.3
Home Economics	93	68	73.1	22	23.6	1	1.1	2	2.2
Horticulture	26	19	73.1	5	19.2	2	7.7	0	0.0
Industrial Education	11	9	81.8	1	9.1	0	0.0	1	9.1
Total	662	486	73.4	144	21.8	22	3.3	10	1.5

graduates resided in Minnesota and the contiguous states of Wisconsin, Iowa, South Dakota, and North Dakota.[2] Further comparisons may be made with data from Carter and Fenix's study which indicate that about 90 percent of the College of Agriculture graduates of the University of Vermont were in the North Atlantic states.[3]

A graphic illustration of the dispersal of College of Agriculture graduates throughout the State of Louisiana is presented in Table XXXV. The most astounding information presented in Table XXV is the fact that of the 486 alumni living in Louisiana, 96, or 19.8 percent, reside in East Baton Rouge Parish. No other parish in the state is the residence of more than five percent of these ex-students. Undoubtedly, this concentration of graduates is caused by the position which the City of Baton Rouge, located in East Baton Rouge Parish, occupied as a governmental and educational center of the state. The availability of Louisiana State University to the citizens of East Baton Rouge Parish probably influences a larger number to work toward college degrees. Other areas of greatest concentration of agricultural graduates and the percentage of graduates included in this study living in these areas were: Orleans Parish, 4.1 percent, Rapides, 4.1 percent, Avoyelles, 3.3 percent, Washington, 2.9 percent, Caddo, 2.7 percent, Tangipahoa, 2.7 percent, Acadia, 2.5 percent, and Ouachita, Evangeline and St. Landry Parishes, 2.1 percent each. In consideration of the fact that Havemann and West reported that college

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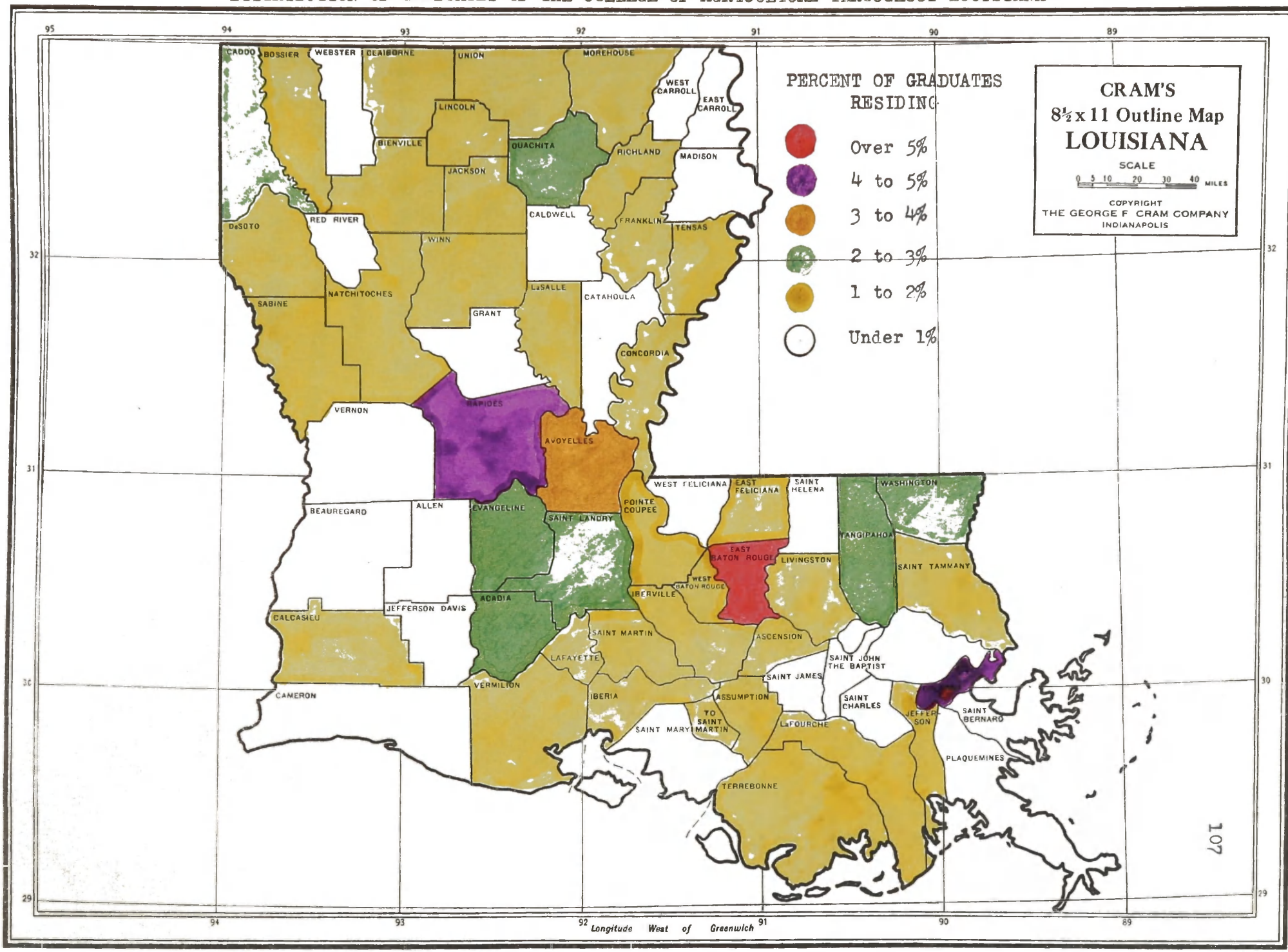
[2]"Preliminary Report on Occupational Placement Study of Graduates of the College of Agriculture, Forestry, Home Economics and Veterinary Medicine, University of Minnesota," op. cit., p. 4.

[3]Carter and Fenix, op. cit., p. 4.

DISTRIBUTION OF GRADUATES OF THE COLLEGE OF AGRICULTURE THROUGHOUT LOUISIANA



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education has had a definite urbanizing influence, it is interesting to make some comparisons between the concentration of agricultural graduates in various parishes of Louisiana and the density of general population in these areas. In 1950, Orleans, Caddo, East Baton Rouge, Rapides, and Calcasieu were the five most populous parishes and included 40.5 percent of the state's inhabitants.[4] According to data compiled as a result of this investigation, these same five parishes contain 31.9 percent of the agricultural graduates of Louisiana State University. These figures seem to indicate that College of Agriculture graduates do tend to congregate in urban areas. However, there are also indications that factors in addition to mere urbanization of the general population influence these graduates in selecting a place to live. For example, 19.8 percent of the graduates resided in East Baton Rouge Parish but only 5.9 percent of the general population of the state were inhabitants of this parish. Also, the important farming parishes of Avoyelles, Evangeline, Acadia, Tangipahoa, and Washington contained only 7.8 percent of the general population of Louisiana but were the residences of 13.5 percent of the agricultural graduates. Assumption, Bienville, Caldwell, Cameron, Catahoula, Grant, La Salle, Livingston, Plaquemines, Pointe Coupee, Red River, Richland, Sabine, St. Helena, St. James, St. John the Baptist, Tensas, Union, West Carroll, and West Feliciana have been listed as parishes in which little or no urban influences exist.[5] Eleven percent of the inhabitants

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[4] United States Census of Population: 1950, Vol. I, "Number of Inhabitants," Chapter 18: Louisiana (Washington, D.C.: United States Government Printing Office, 1951), p. 18-8.

[5] T. Lynn Smith and Homer L. Hitt, The People of Louisiana (Baton Rouge, Louisiana: Louisiana State University Press, 1952), p. 24.

of the state live in these areas as compared with 17.7 percent of the graduates of the College of Agriculture. The contention that "The cities--and especially the big cities--have a pronounced attraction for college graduates,"[6] may be true for agricultural graduates as for other college people of the nation. However, it does not seem to be as overwhelmingly so and, undoubtedly, College of Agriculture graduates living in Louisiana are more likely to reside in rural or sparsely populated areas than is the general population of the state.

Of the 22 alumni who were inhabitants of the territorial possessions of the United States, 17 lived in Puerto Rico, one in Alaska, one in Hawaii, one in the Canal Zone, and two in the District of Columbia. With one or two exceptions, the graduates in Puerto Rico were natives of that territory who had traveled to Louisiana for their college training. The consistent enrollment over a period of years of students from this area in College of Agriculture makes a special consideration of these alumni worthwhile. Examination of the individual responses of these graduates produces the over-all impression they have made commendable contributions to the welfare of their territory and their country. Their careers are strikingly parallel to those of alumni who are citizens of Louisiana. Some few were heirs to large plantations and returned to Puerto Rico to manage these holdings. Many others accepted initial positions with governmental and public agencies and throughout the years have gradually assumed positions of greater responsibility in agricultural and educational work.

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[6] Havemann and West, op. cit., p. 235.

A number have received graduate degrees from Louisiana State University or other institutions. Many accumulated farming or business interests in addition to their professional work and some have resigned their salaried positions to give these holdings their full-time interest.

These alumni often included with their questionnaires statements of appreciation for the training they received at Louisiana State University and Agricultural and Mechanical College. Some comments from these statements and sketches of the careers of a few of these graduates will give additional insight into their place among alumni of the College of Agriculture. A graduate who was in charge of poultry and rabbit work for the Puerto Rico Agricultural Extension Service wrote:

> When I graduated in 1934 from the LSU I came to the island without having any idea of what I was going to do or who was going to put me to work. Fortunately, the Federal Government had an agency known as F E R A and I got a job as assistant supervisor of Home Gardens. A few months later I was called to the Extension Service and I worked there as County Agent until they called me to work as Poultry Husbandryman. Three years afterwards the University of Puerto Rico offered me an opportunity to pursue studies in poultry and I went to Iowa State College where I obtained my Master's Degree.
>
> I have had in mind for years to go back to the old Alma Mater but I have always been handicapped by something. I am planning on going back next year and meet some of the many friends I left there.

A sugar cane farmer who previously worked for the Soil Conservation Service sent a brief note.

> Thanks for hearing from you all. Always remember with all my heart. If possible will send my children to study there. Please send my best regards to all.

The careers of two men whose lives have been reasonably representative of this group are presented below as they sketched them:

Sept. '35 - Nov. '37 Nurseryman Forest Service
Rio Piedras, Puerto Rico.

Dec. '37 - Aug. '38 Buying and selling farm products,
Santurce, Puerto Rico.

Aug. '38 - Oct. '41 General Farm Superintendent,
P. R. R. A., Santurce, P. R.

Oct. '41 - March '42 Agronomist, U. S. M. D. War Department, San Juan, P. R.

March '42 - Feb. '44 Agricultural Supervisor, Dept. of Agriculture, Santurce, P. R.

Feb. '44 - April '46 Loan Analyst, Federal Land Bank,
San Juan, Puerto Rico

Oct. '46 to present General Supervisor, Bureau of Agriculture, Dept. of Agriculture.

July '34 - June '35 - Agronomist Puerto Rico Reconstruction Administration

July '35 - Jan. '37 - Agronomist Federal Emergency Reconstruction Administration.

Feb. '37 - Dec. '37 - State Agronomist, Republic of Venezuela

Jan. '38 - Mar. '40 - Soil Conservation Service, Puerto Rico

April '40 - May '42 - Assistant Field Supt., Russel & Co.
Puerto Rico

May '42 - April '46 - Army of the United States

May '46 - to date Field Supt. Central Ejemplo, Humacao, P.R.

Of the ten ex-students in this study who were living in foreign countries, one was a pilot for an airline in Holland, two were an army colonel and his wife in Germany, one the wife of a United States Consul in Syria, and six were Cuban citizens who had returned to their country after graduating from Louisiana State University. These Cubans were

engaged in about the same type of work and occupying positions of responsibility similar to those of their classmates in Puerto Rico and Louisiana.

In summary of information on the college study and present location of these graduates of the College of Agriculture, 961 students were awarded Bachelor of Science degrees during the ten years of 1931 through 1940. Of this group, 567 men and 95 women, or a total of 662, were contacted by questionnaire as the basis of this study. It was determined that 35 of these alumni were deceased, thus, accounting for a total of 72.5 percent of those who graduated during these years.

Reflecting the rapid increase in enrollment in the College of Agriculture during the latter part of the period studied, greater percentages of the alumni who responded were members of the more recent classes. Approximately 40 percent of the graduates chose agricultural education as their field of major study with the next largest groups studying home economics and forestry. Only two women graduated from any curriculum other than home economics during this period.

Approximately 21 percent of the ex-students responding had earned an advanced degree or a somewhat comparable award since graduating from the College of Agriculture. Most of these advanced degrees were granted by Louisiana State University. Twenty-eight alumni had earned doctor's degrees and ten of this number were conferred by Cornell University. Graduates whose first positions of employment were in full-time farming, administrative position with governmental agencies or private concerns, and in teaching were less likely to possess a graduate degree.

Of the 662 alumni studied, 73.4 percent lived in Louisiana. Approximately 22 percent were residing in the other states of the United States and lesser percentages were located in territories of the United States and in foreign countries.

East Baton Rouge Parish was the home of 19.8 percent of the graduates who were located in Louisiana. Larger percentages of the alumni lived in the more urban parishes of the state but the proportion of graduates of the College of Agriculture who lived in such areas was not as high as the proportion of the general population of the state so residing.

Puerto Rico was the place of residence of the larger number of graduates who lived in the territories or territorial possessions of the United States. Most of the members of these ten classes who were located in foreign countries were living in Cuba. These Puerto Rican and Cuban alumni had followed careers closely paralleling those of graduates in Louisiana.

CHAPTER IV

OCCUPATIONS OF GRADUATES OF THE COLLEGE OF AGRICULTURE

In the past the new graduate of the College of Agriculture has been most likely to find his first employment to be some form of teaching. As is indicated in Table XXXVI, 44.3 percent of the alumni reported that teaching constituted their first occupation. From slightly over one-third to slightly more than one-half of the graduates accepted positions as teachers in each of the ten years studied and in only one of these years did any other occupational classification claim more of the graduates than did teaching. Percentages ranged from 36.6 in 1932 to 51.6 who became teachers after graduating in 1939. The type of teaching jobs which these ex-students accepted are shown in Table XXXVII. As indicated by the statistics presented in this table, more than two-thirds of the graduates who started their careers as teachers began as high school teachers of vocational agriculture and an additional one-fifth initially were teachers of home economics. In fact, the two positions of teacher of vocational agriculture and teacher of home economics furnished first employment opportunities for 38.9 percent of all the graduates during this period of ten years. Of course, the Smith-Hughes Act, which created these two positions in the public schools, had only been in existence about 15 years when the first of these graduates received their degrees and much of the initial expansion of this program took place during the years of this study.

TABLE XXXVI

FIRST OCCUPATIONAL FIELDS OF COLLEGE OF AGRICULTURE GRADUATES

Class	Total Reporting	Farming		Teaching		Agricultural Extension		Research		Administrative		Other	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1931	33	4	12.1	14	42.4	0	0.0	0	0.0	5	15.2	10	30.3
1932	41	4	9.8	15	36.6	1	2.4	2	4.9	13	31.7	6	14.6
1933	35	2	5.7	17	48.6	2	5.7	0	0.0	12	34.3	2	5.7
1934	47	3	6.4	18	38.3	1	2.1	2	4.3	22	46.8	1	2.1
1935	56	1	1.8	26	46.4	3	5.4	1	1.8	20	35.7	5	8.9
1936	49	1	2.0	23	46.9	4	8.2	2	4.1	14	28.6	5	10.2
1937	60	6	10.0	23	38.3	3	5.0	0	0.0	21	35.0	7	11.7
1938	89	1	1.1	42	47.2	2	2.2	2	2.2	30	33.7	12	13.5
1939	93	7	7.6	48	51.6	3	3.2	2	2.2	23	24.7	10	10.7
1940	154	6	3.9	65	42.2	4	2.6	1	0.6	42	27.3	36	23.4
Total	657	35	5.3	291	44.3	23	3.5	12	1.8	202	30.8	94	14.3

The other beginning teaching jobs employed lesser numbers with 2.4 percent accepting college positions, 1.4 percent working as high school teachers of industrial arts and 7.8 percent accepting miscellaneous public school teaching assignments. It is probably fitting to point out here that the Industrial Arts Department at Louisiana State University is comparatively young with its first graduates completing their work in 1938 and with a total of only 11 graduates included in this study.

TABLE XXXVII

TYPE OF TEACHING POSITIONS ACCEPTED UPON GRADUATION

Teaching position	Number	Percent
College	7	2.4
Vocational Agriculture	199	68.4
Home Economics	58	20.0
Industrial Arts	4	1.4
Other Public School	23	7.8
Total	291	100.0

According to information presented in Table XXXVI, 30.8 percent of the College of Agriculture graduates went into administrative positions upon receiving their degrees. This occupational classification included a multitude of specific jobs, most of which were in the United States Department of Agriculture, one of the state agricultural agencies, or with a commercial agricultural company. It should be noted here that although many of the positions included in the administrative category were similar in nature to agricultural extension work, only strictly administrative

positions in the extension organizations such as Director or Associate Director were included in the classification. Of course, none of the graduates secured beginning assignments at this level. Additional information on the type of administrative jobs which these graduates did secure is presented in Table XXXVIII. It may be noted that 60.9 percent of the workers in this group were employed by the Federal Government, 26.7 percent worked for private companies and organizations, 8.9 percent were employed by state agencies, 2.5 percent were principals or directors of public schools, and 1.0 percent worked for the Cuban Ministery of Agriculture. Of the 60.9 percent whose initial jobs were with the Federal Government, 46.5 percent labored for some agency of the United States Department of Agriculture. The years included in this study are those in which the Agricultural Adjustment Administration, which was the forerunner of the present Production Marketing Administration, had its great period of development and, for that reason, it is not surprising that more new graduates went to work for this organization than for any other agency of the United States Department of Agriculture. The percentage accepting such employment was 14.9 while 11.8 percent were engaged by the Soil Conservation Service. The Farmers Home Administration (previously called the Farm Security Administration) and the Forestry Service each hired 9.4 percent of the graduates who accepted jobs in this administrative classification. Another 1.0 percent were employed in miscellaneous jobs with the Department of Agriculture. Other Federal employees included 11.4 percent who secured agricultural or educational positions with various Federal Departments and bureaus other than the Department of Agriculture and 3.0 percent who received non-agricultural and non-educational jobs with the Federal Government.

TABLE XXXVIII

TYPE OF ADMINISTRATIVE JOBS ACCEPTED ON GRADUATION

Employing Agency	Number	Percent
Forestry Service	19	9.4
Soil Conservation Service	24	11.8
Farm Home Administration (Farm Security Administration)	19	9.4
Production Marketing Administration (Agricultural Adjustment Administration)	30	14.9
Other U. S. D. A.	2	1.0
Other Federal Agricultural or Educational Positions	23	11.4
Federal-Non-Agricultural and Non-Educational	6	3.0
Sub Total - Federal Agencies	123	60.9
Lumber and Forestry Companies	30	14.8
Other Commercial Agricultural Companies	19	9.4
Farm Organizations	5	2.5
Sub Total - Private Organizations	54	26.7
State-Agricultural or Educational	16	7.9
State - Non-Agricultural and Non-Educational	2	1.0
Sub Total - State Employment	18	8.9
Principal - Public Schools	5	2.5
Cuban Ministry of Agriculture	2	1.0
TOTAL	202	100.0

For the 26.7 percent of this administrative group who were hired by the private concerns best employment possibilities were with lumber and forestry companies. This group hired 14.8 percent or slightly more than half of all those graduates who found employment of administrative nature on private payrolls. Other commercial agricultural companies such as implement dealers, farm supply stores, milk plants, and agricultural departments in banks and utility companies employed 9.4 percent. Farm organizations such as Farm Bureau or Dairy Herd Improvement Associations furnished positions for 2.5 percent. It should be understood that the positions discussed here were of managerial or professional nature. A few graduates accepted positions as salesmen with private firms but these jobs will be discussed under a separate classification. Some of the alumni included in this administrative section started out as owners or part-owners of the companies with which they were affiliated.

State agricultural and educational jobs employed 7.9 percent of the 202 new graduates included in this administrative category with the larger number of the group being engaged by the Louisiana Forestry Commission. Another 1.0 percent received non-agricultural and non-educational employment with state agencies and these two groups comprised the 8.9 percent whose first jobs were on state payrolls. Two and five-tenths percent of these graduates whose first jobs were in this administrative category went immediately from the College of Agriculture to positions as principal or director of one of the public schools of the state. Another 1.0 percent were Cuban students who returned to their own country to accept positions with the Cuban Ministry of Agriculture very similar to those accepted by other graduates with the United States Department of Agriculture.

As shown by material presented in Table XXXVI, the next largest bloc, or 14.3 percent of the graduates of the College of Agriculture, found initial employment in jobs which were generally classified as "Other." More specific information about the positions in this classification is presented in Table XXXIX. The jobs of only about 2.1 percent of this group were truly agricultural in nature. These were selling positions with agricultural companies. However, several of the other types of employment were closely related to the college study of these ex-students. For example, 8.5 percent of these graduates were home economics majors who became housewives immediately upon graduation. Another 16.0 percent went directly into some branch of military service after graduation. The largest group of all, 45.7 percent, continued their college study in graduate school either at Louisiana State University or some other institution. Six and four-tenths percent secured management positions in non-agricultural businesses and 11.7 percent were employed as technicians in a variety of industrial situations. Some of these ex-students were graduates of the Industrial Education Department and were specially trained for this type of work. Others capitalized on the scientific training they had received in various agricultural curriculums by securing positions in industrial laboratories or similar situations. Miscellaneous non-agricultural work occupies the remaining 9.6 percent of the graduates in this classification. These people were employed for the most part as office workers or sales personnel. One was employed as social worker by a private organization and two accepted jobs as industrial day laborers.

TABLE XXXIX

TYPE OF JOBS ACCEPTED BY THOSE GRADUATES INCLUDED IN THE "OTHER" CLASSIFICATION

Positions	Number	Percent
Non-administrative commercial agricultural jobs	2	2.1
Housewives	8	8.5
Graduate work	43	45.7
Military service	15	16.0
Industrial and Business Management	6	6.4
Industrial Technicians	11	11.7
Miscellaneous non-agricultural work	9	9.6
Total	94	100.0

As has already been stated in Table XXXVI, 35, or 5.3 percent, of the graduates of the College of Agriculture went straightway from their college studies to full time farming. Of this number 13 became general farm operators, one was a combination dairy and sugar cane farmer, four were beef cattle producers, and another was primarily a sugar cane planter with beef cattle as a supplementary enterprise. Five went into farming by managing dairy farms, and 11 were employed as farm or plantation managers. Three of these 19 farmers lived in Cuba or Puerto Rico.

Further perusal of the data in Table XXXVI will indicate that 23, or 3.5 percent, of the graduates found their first jobs in agricultural extension and that 12, or 1.8 percent, went into research. Of the

extension group, two were engaged as home deomnstration agents and one as a forestry specialist. The others accepted positions as assistant county agents or were trainees for a few months and then received regular assignments. Those who went into research were engaged for work at Federal and State Experiment Stations in forestry, agricultural economics, agronomy, animal husbandry, horticulture, and pathology. However, no more than two graduates received initial jobs in any one of these fields except that four were employed for research in agronomy. Two graduates whose homes were in Cuba were hired by the Cuban Agricultural Experiment Station. An explanation should be made here that many of the graduates who continued in school as graduate students also did part-time research. This particular classification refers to those who accepted jobs as full-time research workers.

The first occupations of the ex-students included in this study are arranged in Table XL according to their undergraduate majors. It may be noted that the number of students having undergraduate majors in agricultural economics during the ten years under study was small and that only nine responded to this investigation. This is insufficient number to indicate what job opportunities are likely to be presented to the recipient of a Bachelor of Science degree in agricultural economics.

A total of 258 agricultural education majors reported their first position after graduation. Of this number 80.6 percent went directly to teaching from their undergraduate work. The beginning jobs of 8.9 percent were classified into the administrative category which includes work for Federal and State agricultural agencies and managerial and professional positions with agricultural companies. Another 4.7 percent had positions

TABLE XL

FIRST OCCUPATIONAL FIELD OF GRADUATES ACCORDING TO THEIR UNDERGRADUATE MAJOR

Major	Total Reporting	Farming		Teaching		Agricultural Extension		Research		Administrative		Other	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agri. Economics	9	1	11.1	0	0.0	0	0.0	1	11.1	3	33.3	4	44.5
Agri. Education	258	7	2.7	208	80.6	8	3.1	0	0.0	23	8.9	12	4.7
Agri. Engineering	11	3	27.3	1	9.1	0	0.0	0	0.0	6	54.5	1	9.1
Agronomy	51	7	13.7	4	7.9	2	3.9	5	9.8	20	39.2	13	25.5
Animal Industry	51	12	23.5	1	2.0	4	7.8	3	5.9	20	39.2	11	21.6
Dairying	34	2	5.9	2	5.9	2	5.9	0	0.0	22	64.7	6	17.6
Forestry	91	1	1.1	0	0.0	1	1.1	1	1.1	73	80.2	15	16.5
General Agri.	24	0	0.0	2	8.3	3	12.5	1	4.2	9	37.5	9	37.5
Home Economics	91	0	0.0	65	71.4	2	2.2	0	0.0	11	12.1	13	14.3
Horticulture	26	2	7.7	3	11.5	1	3.8	1	3.8	13	50.0	6	23.0
Indus. Education	11	0	0.0	5	45.5	0	0.0	0	0.0	2	18.2	4	36.4
Total	657	35		291		23		12		202		94	

in the "Other" classification which included graduate study, military service, industrial and business work, and selling jobs with agricultural supply firms. Agricultural extension furnished beginning employment for 3.1 percent and 2.7 percent entered farming.

The group of agricultural engineering graduates during these years was also small with only 11 reporting on their first occupation. The initial employment of more than half of these was in the administrative classification. Over 27 percent of this group started farming at once upon graduation which is the largest percentage of graduates of any of the curriculums to go from college to the farm. However, this 27 percent represents only three individuals so it is very doubtful that the figure has any significance.

Of 51 agronomy students who graduated during this period, 39.2 percent accepted administrative positions, 13.7 percent started farming, 9.8 percent went into research, 7.9 percent started teaching, 3.9 percent received jobs in agricultural extension, and 26.6 percent took the miscellaneous positions in the "Other" classification.

Fifty-one animal industry alumni also reported on their first occupations. An exactly equal proportion as given for agronomy, 39.2 percent, received administrative positions with agricultural agencies or agricultural concerns. Approximately 23 percent began to farm immediately upon graduation, 21.6 percent took "Other" jobs, 7.8 percent secured positions with the extension service, 5.9 percent went into research, and 2 percent accepted teaching positions.

Of the 91 forestry majors, 80.2 percent were first employed in administrative positions. The United States Forestry Service, the Louisiana

Forestry Commission, and private timber and wood products companies employed nearly all of this 80.2 percent. Small percentages received employment in all the other categories except teaching and 16.5 percent accepted miscellaneous jobs.

The graduates who were included in the general agriculture group were first employed in equal proportions, 37.5 percent in administrative situations and in the miscellaneous jobs combined into the "Other" classification. Over 12 percent of the general agriculture majors started their careers with the Extension Service while 8.3 percent and 4.2 percent went into teaching and research, respectively. None of these students entered the farming occupation.

More than 71 percent of the 91 home economics graduates received employment as teachers shortly after graduating. As shown in Table XL, the "Other" category included the first occupations of 14.3 percent of these women. As was cited in connection with Table XXXVI, this "Other" classification included the occupation of housewife and considerable numbers of the home economics students were so employed shortly after graduation from the College of Agriculture. Slightly over 12 percent were employed in administrative positions and 2.2 percent went into agricultural extension work.

Of the 26 horticulture graduates 50 percent were engaged upon graduation by agricultural agencies and agricultural companies. Small numbers went into teaching, farming, agricultural extension, and research, and almost one-fourth of the group accepted miscellaneous non-agricultural jobs.

The 11 industrial education graduates found positions in teaching, in governmental agencies, and industrial and business concerns.

The occupational pattern of College of Agriculture graduates some years after the completion of the undergraduate work was considerably different from that immediately after graduation. The jobs that these graduates held at the time of their response to this study are classified in Table XLI in the same manner as their initial positions were classified in Table XXXVI. Data in Table XLI indicate that with the passage of time the number of ex-students in the teaching field was reduced sharply while increases occurred in the number employed in administrative, agricultural extension, research, farming, and "Other" positions. By the time of this study these changes had taken place almost uniformly in all the classes included in this survey. For example, only in the case of the Class of 1931 does the percentage of graduates who reported that they were presently engaged as teachers vary widely from the percentage of teachers in the overall group. Only 8.8 percent of the Class of 1931 were teaching as compared with 19.7 percent of all ten classes. However, 21.0 percent of the Class of 1932 were still employed as teachers which was only .7 percent less than the proportion of the Class of 1940 so employed. On the basis of information in Table XLI, it cannot be stated that teachers are likely to seek other employment after three, five, or any other certain number of years have elapsed since graduation. That they do at some time turn in great numbers to other pursuits is confirmed by comparing information in Table XLI with that previously presented in Table XXXVI. Although 291 accepted teaching jobs immediately after graduation, only 130 reported

TABLE XLI

PRESENT OCCUPATIONAL FIELDS OF COLLEGE OF AGRICULTURE GRADUATES

Class	Total Reporting	Farming		Teaching		Agricultural Extension		Research		Administrative		Other	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Per cent
1931	34	2	5.9	3	8.8	6	17.7	5	14.7	10	29.4	8	23.5
1932	43	3	7.0	9	21.0	4	9.3	4	9.3	19	44.1	4	9.3
1933	35	2	5.7	7	20.0	9	25.7	0	0.0	11	31.4	6	17.1
1934	47	4	8.5	9	19.1	6	12.8	1	2.1	17	36.2	10	21.3
1935	56	5	8.9	13	23.2	4	7.1	2	3.6	16	28.6	16	28.6
1936	49	4	8.2	8	16.3	6	12.3	3	6.1	18	36.7	10	20.4
1937	60	6	10.0	11	18.3	3	6.0	1	1.7	30	50.0	9	15.0
1938	89	3	3.4	14	15.7	5	5.6	3	3.4	36	40.4	28	31.5
1939	94	6	6.4	22	23.4	8	8.5	1	1.1	30	31.9	27	28.7
1940	155	5	3.2	34	21.9	10	6.5	5	3.2	52	33.6	49	31.6
Total	662	40	6.1	130	19.6	61	9.2	25	3.8	239	36.1	167	25.2

their present occupation as teaching. Only 95, or 32.6 percent, of the original 291 teachers still remained in teaching. The other 35 of the 130 presently employed teachers had transferred from non-teaching situations. Teachers of vocational agriculture and home economics entered other activities in greatest numbers with those so engaged being reduced from 199 to 58 and 58 to 13, respectively. These figures were taken from data presented in Table XXXVII and Table XLII. Of those who reported that they were presently teaching, 20, or 15.4 percent, were teachers of veterans' vocational agriculture. This position did not exist when these graduates finished college and most of these instructors were probably former high school teachers of vocational agriculture.

College teaching was the only aspect of the teaching field in which more graduates were presently engaged than had entered it immediately after commencement. Only seven alumni reported initial employment in college teaching. As could well be expected, these seven began as instructors or special teachers. However, the 20 who reported college teaching as their present occupation held considerably more academic rank. Three were Professors, eight were Associate Professors, eight were Assistant Professors, and one was an Instructor. All taught in agricultural fields except the instructor.

The nature of the present administrative positions held by graduates varied appreciably from those they reported as their first employment. For example, during the first 10 to 20 years after graduation, many graduates left their original positions with agencies of the Department of Agriculture just as many of their classmates quit teaching school. As

TABLE XLII

PRESENT TEACHING JOBS REPORTED BY GRADUATES

Teaching Position	Number	Percent of Teachers
College	20	15.4
Vocational Agriculture	58	44.6
Home Economics	13	10.0
Industrial Arts	2	1.5
Veterans Agriculture	20	15.4
Other Public Schools	13	10.0
Other Teachers	4	3.1
Total	130	100.0

indicated by data in Table XXXVIII, 94 alumni accepted initial positions with one of these agencies but material in Table XLIII shows that only 42 reported themselves presently employed by activities of the Department of Agriculture. By way of explanation it is pointed out that at the time several of these students graduated they accepted comparatively low-paying and temporary jobs with the Production Marketing Administration of its forerunner, the Agricultural Adjustment Administration. Many of these men moved into other areas of work in a relatively short time and many of the jobs were discontinued after a few years. However, by no means was all of the loss of personnel by the Department of Agriculture in this one agency. Greatest reduction came in the Forestry Service which originally hired 19 of these ex-students but 10 to 20 years later was only employing two.

Twenty-four men reported that their first jobs were with the Soil Conservation Service, but only 15 stated that they were presently so employed. The Farm Home Administration furnished occupations for 18 of the group which was only one less than the number of graduates whose first positions were with this agency. Other Federal agricultural and educational positions failed to hold as many men as were originally attracted into them - a fact which can be substantiated by reference to Table XXXVIII and Table XLIII - However, as the years passed after graduation, a slightly larger number of men found work in non-agricultural and non-educational federal positions.

Some of the individuals who did not stay in the field of their first employment undoubtedly gravitated into positions with private organizations. As shown by data in Table XLIII, the number reporting present positions in this category was considerably higher than the group who originally worked for such concerns. Lumber and forestry companies increased the number of their employees among these graduates to 41. A considerable group joined agricultural companies who purchased, processed, and marketed agricultural products, financed farm operations, furnished farm management service on a consulting basis, sold farm machinery and equipment, or provided a varied list of supplies to farmers. Many of these companies were established by graduates themselves, while others assumed managerial posts in older and, usually, larger concerns. In justification of this statement, it may be pointed out that 31 of these alumni were owners, part-owners, presidents, or vice-presidents, of the agricultural or lumber or forestry companies with which they were affiliated. An additional 10 were managers of their companies.

Another of the administrative categories which offered increasing employment opportunities to these ex-students as the years passed since completion of college was "State Employment." Most of the increase here was in the form of administrative positions in agricultural colleges and in state-level supervisory positions in vocational education. Data presented in Table XLIII show that by the time of this survey 11 graduates of the selected group were in situations of administrative responsibility in agricultural colleges. One of these 11 was Dean of the Division of Agriculture and Applied Science in a non-land grant institution, three were superintendents of agricultural experiment stations, one was a state director of agricultural extension, two were associate and one an assistant extension director; three were heads of departments of instruction in land-grant colleges.

A number of the alumni who originally went into teaching later assumed supervisory functions in vocational education for the State Department of Education. These included positions as state supervisor of vocational education and assistant state supervisor for two men, positions as area supervisors for eight, and responsibilities as state specialists of various types in vocational education for six more.

Graduates who reported present duties with state forestry services or commissions remained about the same in number as those who had received initial positions with such organizations. Those who held such positions 10 to 20 years after graduation were in situations of much greater authority, however. The ten ex-students so employed included one State Forester, three Assistant State Foresters, three managers of various types of divisional activities, and three men in miscellaneous positions.

TABLE XLIII

PRESENT ADMINISTRATIVE JOBS REPORTED BY GRADUATES

Employing Agency	Number	Percent
Forestry Service	2	0.8
Soil Conservation Service	15	6.3
Farm Home Administration	18	7.5
Production Marketing Administration	5	2.1
Other U. S. D. A.	2	0.8
Other Federal Agricultural or Educational Positions	16	6.7
Federal-Non-Agricultural and Non-Educational	11	4.6
Sub Total - Federal Agencies	69	28.8
Lumber and Forestry Companies	41	17.2
Other Commercial Agricultural Companies	40	16.7
Farm Organizations	5	2.1
Sub Total - Private Organizations	86	36.0
Agricultural Colleges (Administration)	11	4.6
State Forestry Service	10	4.2
Vocational Education (Supervision)	16	6.7
State - Other Agricultural or Education	3	1.3
State - Non-Agricultural and Non-Educational	3	1.3
Sub Total - State Employment	43	18.1
Local Public Schools (Administration)	37	15.5
Local Government - Agricultural	2	0.8
Local Government - Non-Agricultural	1	0.4
Sub Total - Local	40	16.7
Cuban Ministry of Agriculture	1	0.4
TOTAL	239	100.0

Other state agricultural and educational positions such as employment with state departments of agriculture and marketing commissions continued to be the responsibility of small numbers of graduates as indicated by information in Table XLIII. Non-agricultural and non-educational state jobs with such activities as state welfare agencies and highway departments also employed a low percentage of the group.

As previously reported in the discussion of material presented in Table XXXVIII, a few alumni became principals of local public schools soon after earning their degrees. As years since graduation lengthened, administrative positions in local schools became increasingly important as sources of employment for College of Agriculture graduates. Actually, a large number of those who eventually went into this type of administrative work were from the group who accepted initial employment as teachers of vocational agriculture. A breakdown of positions which graduates reported as presently held in this category was as follows. One graduate was an Assistant Parish Superintendent and three were parish supervisors, which included two supervisors of general education and one local supervisor of vocational agriculture. Thirteen were local principals and one was director of a special school, two were assistant principals, 14 were parish supervisors of the veterans' vocational agriculture program, and three held positions as visiting teachers.

Other administrative situations in which small numbers of these graduates were engaged as shown by statistics presented in Table XLIII included agricultural and non-agricultural work with units of local government and a position for one with the Cuban Ministry of Agriculture.

As the years increased since graduation larger numbers of alumni turned to occupations which, according to the system of classifying employment used in this study, were included in the "Other" category. A small number of these occupations were described as non-administrative commercial agricultural positions as indicated by data in Table XLIV. In other studies of agricultural graduates of land-grant institutions this has been a relatively important occupational classification. However, only four of the graduates in this study were considered to be so employed. These four included two who were salesmen of agricultural supplies, one for a feed company and one for a fertilizer concern, and two veterinarians. Conceivably, the veterinarians could have been included in the administrative grouping.

TABLE XLIV

PRESENT "OTHER" POSITIONS REPORTED BY GRADUATES

Type of Position	Number	Percent
Non-Administrative Commercial Agricultural Positions	4	2.4
Housewives	54	32.3
Graduate work	1	.6
Military service	27	16.2
Industrial technicians	16	9.6
Industrial and business management	47	28.1
Non-agricultural and non-educational professional work	8	4.8
Merchandising	4	2.4
Office worker	3	1.8
Unemployed	1	.6
Commercial Pilots	2	1.2
Total	167	100.0

That the graduates who find work in this "Other" category are not necessarily employed in situations unrelated to their training in the College of Agriculture is emphasized by the 54 housewives included in this group. With one or two exceptions these 54 women were home economics majors. Another important occupation for this group of alumni which was not unrelated to the training they received at Louisiana State University and Agricultural and Mechanical College was military service. As shown by material in Table XLIV, 27 ex-students were so employed. A number of these had accepted military service as their permanent career while others had been recalled as a result of the Korean War.

In Table XXXIX, statistics were presented to show that graduate study was one of the important pursuits of College of Agriculture students immediately after graduation. However, after the passing of 10 to 20 years, very few were so engaged. As shown in Table XLIV, only one graduate indicated such study as his present occupation.

Increased business and industrial activity in the south has been instrumental in causing private interests to bid keenly for the services of college graduates. An appreciable number of these agricultural graduates had responded to these industrial opportunities. One group who are classified in Table XLIV as "Industrial Technicians" provides an interesting example of this fact. Apparently, these men were able to utilize the scientific knowledge, mechanical understandings, and supervisory abilities which they developed during and as a result of their college training to secure responsible industrial positions. Twelve of the 16 so engaged worked for two large petroleum plants in Baton Rouge, Louisiana. All

except one of the group were employed in chemical or petroleum industries; this somewhat emphasizes the importance of these two industries in southern industrialization. For the most part, these men worked in chemical laboratories, were supervisors of production, or were instrument and meter repairmen. Graduates who did work of these three types in chemical and petroleum plants included those who had majored in agronomy, horticulture, animal industry, general agriculture and agricultural education. The one non-chemical and non-petroleum worker in the group was a millwork estimator who had majored in industrial education while in college.

Another group who heard the call of business and industry was listed in Table XLIV under "Industrial and Business Management." Of the 47 people in this aggregation 27 reported that they were owners or co-owners of their businesses. Eleven of this 27 were owners of grocery stores, filling stations, dry goods stores, auto supply stores, markets, and combinations of these. The establishments ranged from modern automotive service centers to traditional southern "mercantiles" in small communities. Four of these owners possessed agencies for the distribution of automobiles or petroleum products and four owned contracting businesses. The others owned a widely divergent series of enterprises including the following: a drive-in theater, interior design business, cleaning and pressing establishment, claims service company, fish processing plant, paper company, fishing camp, and an accounting firm.

Of those who were employed in management positions in corporations or businesses belonging to others, one was chief engineer for a large gas

corporation, one was a senior design engineer for a refining company, another was manager of a chemical plant and a fourth, a divisional engineer for a power controls company. The first two of these men were agricultural engineering graduates, the second, an agricultural chemistry major, and the last, a graduate of the industrial arts department.

An additional four of the graduates employed in management were responsible for sales or purchasing activities of their companies. Five alumni directed insurance agencies or had managerial positions with insurance companies. The remaining graduates were employed for general managerial or personnel supervisory functions with companies dealing with such diverse activities as advertising, finance, furniture, natural gas, distribution, and air transport.

A distribution of the types of duties performed by graduates who work for agricultural extension is presented in Table XLV. Those alumni who held supervisory positions in agricultural extension were included in the administrative category and have already been discussed. Of the 23 graduates who immediately accepted employment with agricultural extension after graduation only 5, or 21.7 percent, were active county agents or extension specialists 10 to 20 years later. A number of these had attained administrative positions in the extension service and the remainder were employed in other occupational areas. Over 67 percent, or 41 out of 61, of those presently employed by agricultural extension were active county agricultural agents in the parishes of Louisiana or the counties of other states. This figure included men who worked as assistant county agents, associate county agents, and county agents. Five

TABLE XLV

PRESENT AGRICULTURAL EXTENSION POSITIONS REPORTED BY GRADUATES

Type of Position	Number	Percent
County Agents	41	67.2
Home Agents	5	8.1
Extension specialists	12	19.8
Trainees and others	3	4.9
Total	61	100.0

women graduates had posts as county home agents and three men were employed in training or other miscellaneous capacities. Twelve, or approximately 20 percent, reported that their role was that of extension specialist. These 12 specialists worked in the fields of agricultural economics, animal husbandry, agronomy, forestry, horticulture, and poultry.

Data on research positions held by College of Agriculture alumni are presented in Table XLVI. Only 25 graduates were employed exclusively for research. The largest bloc, or 28 percent, were engaged in research in agronomy. Fields in which other ex-students were employed included plant pathology, animal industry, entomology, horticulture, and forestry. Seven, or 28.0 percent of the 25, carried on research for private concerns while the other 18 worked for state and federal agencies. Two of the latter group were employed by the agricultural experimentation system of Cuba.

Considerable interest has been shown in several quarters on the question of the number of graduates of land-grant institutions who become farmers.

TABLE XLVI

PRESENT RESEARCH POSITIONS REPORTED BY GRADUATES

Type of Research	Number	Percent
Agronomy	7	28.0
Animal Industry	4	16.0
Entomology	4	16.0
Forestry	1	4.0
Horticulture	4	16.0
Plant Pathology	5	20.0
Total	25	100.0

As shown by data in Table XLI, 6.1 percent of these graduates who were 10 to 20 years past their Bachelor of Science degrees reported that they were full-time farmers. Results of this study compared with other investigations of alumni of land-grant institutions indicate that a slightly smaller proportion of agricultural graduates of Louisiana State University and Agricultural and Mechanical College became full-time farmers than was the case with graduates of some similar institutions. For example, Sutherland and LeCount reported that 51 out of the 192 California graduates contacted or 26.6 percent went into some type of full-time farming activity.[1] According to Shepardson, farming was the major occupation of 18.6 percent of 1,927 agricultural alumni of the Agricultural and Mechanical College of Texas.[2] Data assembled by Shirky on 14,955

[1] Sutherland and LeCourt, op. cit., p. 7.

[2] Shepardson, op. cit., p. 10.

graduates from several states showed farming to be the main occupational pursuit of 1,739 or 12.3 percent of the group.[3] The comparatively poor position occupied by farming in the south during the years since the first class in this sample graduated may well have influenced the number of graduates who adopted farming as their major or only occupation. As previously discussed, Shepardson concluded that the percentage of graduates of his institution who were engaged in farming increased materially as the years since graduation lengthened. He felt that this increase was particularly pronounced after 20 years had elapsed since graduation. Statistics presented in Table XLI do not indicate that elapse of time brings about any definite increase in the number of Louisiana graduates engaged in full-time farming. Calculations based on material in Table XLI show that 7.4 percent of the members of the earliest five classes in this study reported their present full-time occupations as farming while 5.3 percent of the members of the more recent five classes said that they were similarly engaged. The difference between these percentages is probably not great enough to denote any particular trend toward full-time farming with the passage of time. Shepardson theorized that economic conditions at the time of graduation was another factor in addition to the length of time since graduation which affected the percentage of alumni who became farmers.

> It seems probable that students graduating during depression periods find it more difficult to get started in farming or other business for themselves. They are also more conscious of the hazards

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[3] Shirky, "National Survey of Employment of Graduates of Colleges of Agriculture," op. cit., p. 1.

> of business ownership and, possibly subconsciously, turn to the relative security of a regular salary. Having depended on a regular, though possibly meager salary check for a number of years and having accumulated family responsibilities, they become increasingly reluctant to make the break and go into business for themselves. On the other hand, the graduate in good times when all business is prospering, may be more inclined to take the business risks for the sake of the greater potential.[4]

It may be that in the case of the sample of Louisiana graduates selected for investigation in this study these two factors counteracted each other. Those alumni who have been out of college for the longest period of time were the ones who graduated during the days of most severe depression. Therefore, although they have had the most opportunity for becoming engaged in farming, they have been least inclined to attempt to do so. This is a possible explanation of the approximately same percentage of full-time farmers in all classes as reported above.

Among those graduates who indicated farming as their major occupation, 40.0 percent were engaged in general farming as shown by data in Table XLVII. Seventeen and one-half percent were livestock producers of various types. Lesser numbers were engaged in specialized production of rice, cotton, and sugar cane. Almost all of the general farmers produced at least some of these major crops and some livestock. Farm or plantation managers constituted 27.5 percent of those who were full-time farmers.

A mere discussion of the full-time farmers among these agricultural graduates does not adequately picture their interest in farming as an occupation. Many of those who list their major occupation in other pursuits

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[4]Shepardson, op. cit., p. 9.

TABLE XLVII

TYPES OF FARMING ENGAGED IN BY FULL-TIME FARMERS

Type of Farming	Number	Percent
General	16	40.0
Livestock	7	17.5
Rice	1	2.5
Cotton	1	2.5
Sugar Cane	4	10.0
Farm or Plantation Manager	11	27.5
Total	40	100.0

are also strongly involved in farming. According to data presented in Table XLVIII, 170 of the 662 graduates in this study, or 25.7 percent of the group, own or rent or own and rent farm land which they operate agriculturally. These figures do not include graduates who own farm land merely for investment purposes without actively participating in its operation. Twenty-seven of the 40 full-time farmers included in this investigation owned the land whose husbandry they directed. Eighteen rented land for their farming activities. Included in the 18 renters were five owners who were renting additional acreage to supplement their holdings. A total of 30 individuals, or 75.0 percent of the full-time farmers, were actively tilling or otherwise utilizing lands which they owned or rented. The remaining full-time farmers were employed as managers of farms and plantations and although actually operating farm lands were not included in the meaning of that term as used in Table XLVIII.

TABLE XLVIII

DISTRIBUTION OF GRADUATES WHO OPERATE FARM LAND BY MAJOR OCCUPATION

Occupational Group	Total Number	Owners and Operators	Renters and Operators	Operators of Farm Land	Percent who Operate Land
Farmers	40	27	18	30*	75.0*
Teachers	130	40	13	47	36.2
Extension workers	61	7	1	7	11.5
Research workers	25	1	0	1	4.0
Administrators	229	61	14	67	29.3
Others	167	14	5	18	10.8
Total	662	150	51	170	25.7

*Does not include those graduates employed as managers of farms or plantations.

More than one-third, or 36.2 percent, of all graduates working in the teaching field were farming in addition to their positions as teachers. Of the 20 graduates who were teachers in colleges or universities 20.0 percent owned and operated or rented and operated farm lands. In the group of 110 who instructed in local public schools and in miscellaneous schools of other types 43 or 39.1 percent were farmers in addition to their professional activities as teachers. Included in this 110 were 58 teachers of high school vocational agriculture and 20 instructors of veterans' vocational agriculture.

The proportion of extension and research workers who were active farmers was much less. Seven of 61, or 11.5 percent, of the extension workers, operated farm lands which they owned or rented while only 4.0 percent of the research people were so engaged.

The large number of alumni whose present occupations were classified in the administrative category were also active in farming. Of the 239 people in the entire assemblage, 67 or 28.0 percent were part-time farmers. Of the alumni included in this classification who were employed by governmental agencies whether federal, state, or local in nature and whether their work was of agricultural, educational, or miscellaneous description, 28.1 percent were directing farms for their own gain. Twenty-seven and nine-tenths percent of the graduates who had established themselves as administrative officers in agricultural businesses were operating farm lands.

Eighteen, or 10.8 percent, of the 167 ex-students whose present occupations were included in the "Other" classification were active farmers. Counted in this 167 were 54 housewives and 27 military people who had little opportunity for farm management. Actually, of the 18 part-time farmers, 11 were among those graduates whose major positions were as industrial technicians or business and industrial managers. Approximately 18 percent of the 63 men in these two sub-classifications stated that they were renting and operating or that they owned and were operating farm holdings.

Although the 10 classes included in the sample selected for this study varied considerably in the percentage of members who tended farm acreage for their own gain there seemed to be no intelligible pattern in the variation. The Class of 1931 had the lowest proportion of farm operators with only 8.8 percent being so engaged. However, 42.9 percent of the Class of 1933 which graduated only two years later were caring for

farm land which they owned or rented. As shown by statistics in Table XLIX other classes varied between these two extremes. Reference to appropriate columns in Table XLIX emphasizes the fact that in all classes more farmers owned their land than rented it. It is probably suitable to point out here that the total number of operators of farm land as presented in Table XLIX is not equal to the sum of those who were owner operators plus the renter operators because some owners were also renters of land.

The size of farms owned by graduates is indicated by data in Table L. The median acreage possessed by the 150 ex-students who owned and operated farms was 163 acres. This compares with a median of 33.4 acres among all the farms of Louisiana.[5] The full-time farmers owned 10 of the 13 farms of 1,000 acres or more. A Cuban graduate who reported that he owned and operated 57,000 acres in his native country possessed the largest acreage of any individual in the group. Sugar cane, rice, corn, oranges, beef cattle and dairy cattle were the reported enterprises on this huge plantation. Nine of these ten largest farmers were cattle producers and five were growers of sugar cane. Of the 27 full-time farmers who owned and operated farms two lived in Cuba and three in Puerto Rico.

Most farms owned by teachers and extension workers were less than 200 acres in size. The one farm owned by a research person was in the 30 to 100 acres bracket. Administrative workers had title to more farms than

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[5]United States Bureau of the Census, "Louisiana - Statistics for Parishes," United States Census of Agriculture: 1945, Vol. I, Part 24. (Washington, D. C.: United States Government Printing Office, 1946), p. 12.

TABLE XLIX

DISTRIBUTION BY CLASSES OF GRADUATES WHO OPERATE FARM LAND

Class	Total Number	Owners and Operators	Renters and Operators	Operators of Farm Land	Percent who Operate Land
1931	34	2	2	3	8.8
1932	43	6	2	6	14.0
1933	35	14	3	15	42.9
1934	47	13	5	16	34.0
1935	56	15	4	16	28.6
1936	49	8	4	8	16.3
1937	60	16	5	18	30.0
1938	89	24	6	26	29.2
1939	94	26	11	31	33.0
1940	155	26	9	31	20.0
Total	662	150	51	170	25.7

any other occupational group. This classification of workers held the largest number of small farms including 10 of less than 30 acres. Fourteen farms were the property of graduates engaged in miscellaneous non-agricultural work.

Median size of farms rented by College of Agriculture graduates was 190 acres. Five farms of over 1,000 acres were rented and all five were being operated by full-time farmers. Largest acreage rented was 5,000 acres by a land-owner who possessed 2,500 acres of his own. Only one of the five large renters did not possess other land under his own title. Most rented farms operated by other than full-time farmers were

TABLE L

SIZE OF FARMS OWNED BY GRADUATES IN VARIOUS OCCUPATIONAL AREAS

Number of Acres	Total	Farming	Teaching	Agri. Extension	Research	Administrative	Other
0-30	18	0	4	2	0	10	2
30-100	37	1	14	1	1	16	4
100-200	31	3	12	2	0	11	3
200-300	18	3	4	0	0	9	2
300-400	14	2	3	0	0	7	2
400-500	4	1	1	1	0	0	1
500-750	10	4	1	0	0	5	0
750-1000	5	3	1	0	0	1	0
1000-over	13	10	0	1	0	2	0
Total	150	27	40	7	1	61	14

being managed by teachers or graduates working in the administrative field. Additional information on size of rented farms is presented in Table LI.

Graduates of the College of Agriculture who had earned graduate degrees were less likely to be full-time farmers or to be engaged in non-agricultural work than was the group of graduates as a whole. Higher percentages of those who possessed graduate degrees were teaching and employed in research. As disclosed by statistics in Table LII the Master of Science was by far the most prevalent graduate degree. Lesser numbers of Master of Forestry, Master of Education, and Master of Arts degrees had been earned. Ex-students who held Master of Science degrees were distributed in the various occupational fields in about the same manner as has already been indicated for the possessors of graduate degrees generally. Most Master of Forestry recipients were employed by timber and lumber companies

TABLE LI

SIZE OF FARMS RENTED BY GRADUATES IN VARIOUS OCCUPATIONAL AREAS

Number of Acres	Total	Farming	Teaching	Agri. Extension	Research	Administrative	Other
0-30	2	0	1	0	0	1	0
30-100	15	2	6	0	0	5	2
100-200	10	0	3	1	0	4	2
200-300	4	1	1	0	0	2	0
300-400	9	5	1	0	0	3	0
400-500	1	1	0	0	0	0	0
500-750	5	3	1	0	0	0	1
750-1000	1	1	0	0	0	0	0
1000-over	5	5	0	0	0	0	0
Total	52	18	13	1	0	15	5

and land-grant institutions. Those who had acquired Master of Education degrees were filling administrative positions in connection with public schools and Master of Arts possessors were in non-agricultural and non-educational work.

Of the 25 alumni who were in research 23 were in the group who held degrees past the Bachelor of Science. Ten of the 22 graduates who had been awarded the Doctor of Philosophy degree were included in the comparatively small number employed in research. Others who had received the Doctor of Philosophy degree were teaching or working in administrative positions. It is to be remembered that these administrative positions included employment with federal and state agencies, including land-grant colleges, and situations with commercial agricultural concerns. The small number of recipients of more specialized doctoral degrees were all engaged in the particular work for which they were prepared.

TABLE LII

PRESENT OCCUPATIONAL AREAS OF GRADUATES WITH ADVANCED DEGREES

Degree	Total	Farming	Teaching	Agri. Extension	Research	Administrative	Other
Master of Science*	94	2	28	12	12	33	7
Master of Forestry	8	0	1	0	1	6	0
Master of Education	4	0	0	0	0	4	0
Master of Arts	3	0	0	0	0	0	3
Doctor of Philosophy	22	0	5	0	10	7	0
Doctor of Veterinary Medicine	2	0	0	0	0	0	2
Doctor of Medicine	2	0	0	0	0	0	2
Doctor of Education	1	0	1	0	0	0	0
Doctor of Dental Surgery	1	0	0	0	0	0	1
Other degrees and awards	5	0	1	0	0	1	3
Total	142	2	36	12	23	51	18

*Does not include 20 recipients of Master of Science degrees who later earned Doctor's degrees.

Included in the five graduates listed in Table LII as having received other degrees and awards was one graduate who did not provide information on the type of Master's degree that he had earned. The other four alumni in this group did not earn advanced degrees in a true academic sense. A Bachelor of Laws had been conferred on one, a Bachelor of Divinity on another, another had been awarded a Social Welfare Certificate, and one had graduated as a Registered Nurse. The nurse was teaching in a school for nurses and the other four were employed in non-agricultural positions.

Of the 142 alumni who had received some degree or certificate since graduation from the College of Agriculture, 25, or 17.6 percent, were operators of farm lands. Five, or 14.3 percent, of those who had earned doctor's degrees were similar operators. This figure can be compared with the 25.9 percent of all graduates studied who were farm land operators as reported in Table XLIII.

Material on the present occupations of graduates who majored in various fields of study offered in the College of Agriculture is presented in Table LIII. The largest number who studied in any one field - the 260 agricultural education majors - were fairly well distributed in all the occupational areas except that only 1.2 percent were engaged in research. Over 31 percent of these graduates were still teaching but this was far short of the 80.7 percent that had entered teaching directly after graduation. Largest gains as a result of this tendency away from teaching had developed in the percentage of agricultural education alumni employed in administrative positions. Some of these administrative situations were state supervisory

TABLE LIII

PRESENT OCCUPATIONAL FIELDS OF GRADUATES DISTRIBUTED ACCORDING TO MAJORS

Major Field	Total Reporting	Farming		Teaching		Agricultural Extension		Research		Administrative		Other	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agri. Economics	9	2	22.2	2	22.2	0	0.0	0	0.0	2	22.2	3	33.4
Agri. Education	260	11	4.2	81	31.1	32	12.3	3	1.2	92	35.4	41	15.8
Agri. Engineering	11	2	18.2	2	18.2	0	0.0	0	0.0	3	27.2	4	36.4
Agronomy	51	5	9.9	4	7.8	4	7.8	4	7.8	25	49.0	9	17.7
Animal Industry	52	12	23.1	5	9.6	7	13.5	4	7.7	13	25.0	11	21.1
Dairying	34	1	2.9	3	8.8	7	20.6	0	0.0	14	41.2	9	26.5
Forestry	91	1	1.1	6	6.6	2	2.2	1	1.1	68	74.7	13	14.3
General Agri.	24	4	16.7	0	0.0	0	0.0	9	37.5	6	25.0	5	20.8
Home Economics	93	0	0.0	25	26.9	5	5.4	0	0.0	5	5.4	58	62.3
Horticulture	26	2	7.7	0	0.0	4	15.4	4	15.4	9	34.6	7	26.9
Indus. Education	11	0	0.0	2	18.2	0	0.0	0	0.0	2	18.2	7	63.6
Total	662	40		130		61		25		239		167	

positions in connection with the vocational agriculture program. But many other agricultural education graduates accepted other governmental or commercial agricultural employment. Attention has already been called to a specific study of the occupations of agricultural education graduates of the College of Agriculture conducted by Chapman.[6] Chapman secured information on 631 or 741 men who were qualified to teach vocational agriculture in Louisiana by the Department of Agricultural Education of Louisiana State University and Agricultural and Mechanical College between 1919 and 1948. By slightly modifying the results of his investigation in order to conform to the occupational classification used in this study, it can be reported that Chapman found that 48.2 percent of the agricultural education alumni were still teaching. This can be compared to statistics in Table LIII which show that 31.1 percent of 260 agricultural education majors in this present study were continuing in the teaching field. Chapman discovered that 2.4 percent of his group were farmers, 12.6 percent were agricultural extension workers, 20.2 percent were engaged in administrative activities for governmental agencies or agricultural companies, 0.6 were doing research work, and 16.0 percent were involved in other undertakings. The results of this investigation as shown in Table LIII indicate a slightly higher proportion of full-time farmers or 4.2 percent, an almost identical ratio of extension workers at 12.3 percent, and a considerably greater number in the administrative category with 35.4 percent so

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[6]Chapman, op. cit., p. 66.

classified. The 1.2 percent discovered by this investigation to be in research is just twice the percentage reported by Chapman, but the numerical difference is so small that it probably has no significance. The proportions in other, mostly non-agricultural, jobs were practically identical in the two studies. The greatest variation between the results of the two studies can be summarized in the statement that Chapman found more graduates still teaching and less in administrative positions than did this investigator.

The next largest bloc of College of Agricultural graduates was those who had majored in home economics. Those who were still in the teaching field composed 26.9 percent of this group, although 71.4 percent had entered teaching initially after graduation. Most home economics alumni who had left the teaching field had done so in order to become housewives. Fifty-four, or 58.1 percent, of the home economics graduates of this period of ten years reported their occupation as "housewife." The majority of those who were teaching or who were employed in other fields were also married but from an occupational standpoint they were not classified with the housewife group. Small numbers of home economics graduates were employed in agricultural extension, in administrative, and in miscellaneous positions.

The forestry majors were the most uniform group in the study as far as their present occupational field was concerned. Sixty-eight of 91 forestry alumni, or 74.7 percent, were employed in the administrative field. A very large proportion of this group worked for private lumber and forest product companies or for state forestry services. Slightly over 14 percent of the forestry majors were in non-agricultural and non-forestry work and

6.6 percent were teaching, mostly in land-grant institutions. Small numbers of individuals were engaged in other fields, including one full-time farmer.

One-fourth of the 52 animal industry majors were in administrative positions with governmental agencies, agricultural colleges, or private agricultural concerns. Slightly less than one-fourth, or 23.1 percent, were full-time farmers. This was the largest percentage of full-time farmers among the graduates of any curriculum. A little more than 21 percent of animal industry alumni were employed in positions classified in the "Other" category. Most of the positions were non-agricultural in nature. According to the results of this investigation about one out of every eight animal industry majors were working for the extension service by the time they had been out of undergraduate college for 10 to 20 years. Almost 10 percent of the group were teaching and 7.7 percent were employed in research.

As indicated by statistics in Table LIII, 49 percent, or almost one out of every two agronomy alumni, were working for the United States Department of Agriculture or some other agency of government or were employed by private commercial agricultural concerns. Predominantly engaged in non-agricultural work were 17.7 percent. Almost one out of ten were full-time farmers and a little less than 8 percent were occupied in each of the fields of teaching, agricultural extension, and research.

More than 41 percent of the dairy graduates were employed in administrative positions. Included in this group were two heads of dairy departments in colleges and many graduates who were with private agricultural concerns. About one-fourth were in non-agricultural work of varying nature

including one successful minister. One out of every five dairy majors worked for agricultural extension, 8.8 percent were teaching, and one individual or 2.9 percent was in full-time farming.

Of the 26 horticulture graduates during this period, 34.6 percent were employed in administrative positions, 26.9 percent were in miscellaneous work largely non-agricultural in nature, 15.4 percent were devoting themselves to each of the fields of research and agricultural extension, and 7.7 percent were in full-time farming. Although representing only four graduates, the percentage of horticulture majors working in agricultural extension was higher than was the case with the graduates of any other curriculum of the College of Agriculture. Horticulture also had the second highest percentage of alumni engaged in full-time research work.

Included in the general agriculture group were small numbers of students who graduated from the College of Agriculture but who put major emphasis in their college study on some of the scientific fields basic to agriculture such as botany, zoology, and agricultural chemistry. A few entomology majors were also included in this group. With this strong scientific background, it is not surprising that those classified in general agriculture were the graduates who did research work in the greatest proportion. Of these 24 graduates, 37.5 percent were engaged in full-time research, one-fourth were in administrative positions, one-fifth were in non-agricultural work, and 16.7 percent reported farming as their major occupation.

In the fields of agricultural economics, agricultural engineering, and industrial education not enough graduates were included in this

investigation to provide much information of the eventual occupations of such graduates. On the basis of reports received and summarized in Table LIII graduates of each of these curriculums were reasonably equally dispersed throughout all the areas of work except that none were employed in agricultural extension or in research. Also, no industrial education majors were full-time farmers and a considerably greater percentage of industrial education majors were engaged in business and industrial activities classified in the "Other" category.

As a supplement to the material presented in Table LIII on the number of graduates of the various curriculums who became full-time farmers information is presented in Table LIV, which indicates the extent to which alumni of the different fields of study operated farm land whether on a full-time or part-time basis. Over 45 percent of the small number of agricultural engineering graduates, 44.2 percent of the animal industry majors and 37.3 percent of agronomy alumni were farm land operators. The 79 agricultural education majors who were farm operators constituted the largest single group actually engaged in farming and represented 30.4 percent of those who majored in agricultural education during this period. Not considering industrial education and home economics majors who were not trained for farm operation, dairy majors were the group operating farms in least proportion. It should be pointed out that some of these dairy graduates were prepared for dairy manufacturing activities rather than for dairy farm management.

The agricultural enterprises emphasized in the farming programs of 182 College of Agriculture graduates who were farming either on a part-time

TABLE LIV

DISTRIBUTION BY UNDERGRADUATE MAJORS OF GRADUATES WHO OPERATE FARM LAND

Major Field	Total Number	Owners and Operators	Renters and Operators	Operators of Farm Land	Percent who Operate Land
Agric. Economics	9	2	0	2	22.2
Agric. Education	260	70	24	79	30.4
Agric. Engineering	11	3	2	5	45.5
Agronomy	51	15	8	19	37.3
Animal Industry	52	22	10	23	44.2
Dairying	34	4	2	5	14.7
Forestry	91	20	2	21	23.1
General Agriculture	24	6	1	6	25.0
Home Economics	93	5	1	6	6.5
Horticulture	26	3	1	4	15.4
Indus. Education	11	0	0	0	0.0
Total	662	150	51	170	25.7

or full-time basis are summarized by material presented in Table LV. As has been previously pointed out, 170 of this group owned and were operating or rented and were operating farm land. The remaining number were full-time farm managers. Of the 182 farmers, 64, or 35.2 percent, stressed beef production as the most important or one of the two most important enterprises in their farming set-ups. Thirty-seven of this 64 were strictly beef producers while 10 combined beef production with cotton, five with timber, four with general livestock production, three with sugar cane, two with rice, two with dairying, and one with nursery operation. This emphasis on beef production in the farming programs of these graduates who were farming largely in Louisiana is a token of the interest in

TABLE LV

TYPES OF AGRICULTURAL ENTERPRISES CARRIED ON BY GRADUATES WITH VARIOUS MAJORS

Major	Total	Beef Cattle	Cotton	Dairy	General Farming	Orchard & Nursery	Poultry	Rice	Sugar Cane	Timber	Truck	Miscellaneous
Agri. Economics	3	1	0	0	1	0	0	0	0	0	1	0
Agri. Education	86	34	3	5	25	2	4	2	2	4	4	1
Agri. Engineering	4	2	0	0	2	0	0	0	0	0	0	0
Agronomy	21	8	0	1	4	2	0	1	3	1	1	0
Animal Industry	24	12	0	1	7	0	1	0	2	0	0	1
Dairying	7	1	1	2	1	0	1	0	0	0	1	0
Forestry	21	1	1	0	4	1	0	0	0	14	0	0
General Agriculture	7	2	0	1	1	1	0	0	2	0	0	0
Home Economics	5	2	0	1	0	1	0	0	0	0	1	0
Horticulture	4	1	0	0	0	1	0	0	1	0	1	0
Indus. Education	0	0	0	0	0	0	0	0	0	0	0	0
Total	182	64	5	11	45	8	6	3	10	19	9	2

livestock that has been generated in the South since these ex-students received their Bachelor of Science degrees. And it should not be interpreted that these 64 included all the beef producers. Almost all of the 45 general farmers and many of those stressing other enterprises disclosed that they were also producing beef.

According to material presented in Table LV only five graduates were listed as being primarily cotton growers. This figure accents the fact that the College of Agriculture graduates do not follow the traditional one-crop cotton system. In fact, only two alumni reported that they were entirely cotton farmers. The other three considered here combined cotton with either rice, tobacco, or soy beans. There were a great many more cotton producers among the general farmers as well as the 10 graduates already mentioned who joined cotton with beef production.

Eleven ex-students operated dairies in addition to the two who incorporated both dairy and beef enterprises in their farming program. Of the eight men who were operating nurseries or orchards, four were nurserymen, two had tung orchards, and two others owned pecan and orange groves, respectively. One beef cattleman also had a nursery, as did one timber producer.

Six alumni were poultrymen. Three were specialized rice growers. Several other farmers, including one cattleman, a cotton farmer, and a number of the general farmers also produced rice. Ten sugar cane specialists were supplemented by three beef producers who grew cane. However, among the ten cane growers, two from Cuba raised coffee and pineapples as additional enterprises.

Nineteen of these alumni were timber farmers. Indications were that timber was emphasized not only because of its increasing importance as a southern farm crop but because its management caused less conflict with the major occupation of part-time farmers. Several ex-students also grew timber in combination with other enterprises. Seven graduates produced general truck crops while one specialized in strawberries and another in sweet potato production. One sheep rancher and one seed producer were included in the "Miscellaneous" classification. The 45 general farmers included combinations of all the enterprises listed in Table LV in their farming programs.

Of the 86 agricultural education majors who were directly involved in farming, 34 were producing beef cattle and 25 were general farmers. The remaining number of graduates were diffused rather evenly throughout all the agricultural enterprises listed. Of the 24 animal industry majors one-half were beef cattlemen and seven were general farmers. Fourteen of the 21 forestry majors were timber farmers. Only five graduates of all other majors were specialized timber producers. Eight agronomy majors of 21 were producing beef, four were general farmers, and three were growing sugar cane.

As indicated by statistics in Table LV, all other majors had less than 10 graduates who were farmers and these, for the most part, were reasonably well dispersed among the enterprises listed.

In summary of this chapter, it may be stated that teaching was the most prevalent beginning occupation for graduates of the College of Agriculture during this period. The second largest group served in administrative or professional capacities with governmental agencies or private

concerns. Smaller numbers secured employment in full-time farming, agricultural extension, or research. More than 14 percent had positions classified in the "Other" category but many of these were full-time graduate students.

At the time questionnaires for this survey were returned the number of graduates engaged in teaching had been reduced sharply while increased numbers were employed in administrative, agricultural extension, research, farming, and "Other" work. Within the administrative field, many had left employment with federal agricultural agencies but numbers employed by state agencies and private concerns had increased. A considerable increase in the percentage employed as technicians or in management situations by business and industry had also taken place.

Only 6.1 percent of the ex-students included in this investigation had present positions as full-time farmers. However, more than one-fourth of the graduates were operating farm land. Over one-third of those presently engaged in teaching were also farming. Graduates who had earned advanced degrees were not engaged in farm operation in as high a proportion as the group as a whole. Beef production was the most important enterprise of those who were operating farm land. Cotton, sugar cane, rice, timber, and dairying were other crops and enterprises stressed in the farming programs of these alumni.

CHAPTER V

FAMILY STATUS AND MILITARY SERVICE OF GRADUATES OF THE COLLEGE OF AGRICULTURE

Some groups of college graduates, as reported by Greenleaf and others,[1] may be somewhat reluctant to enter matrimony but such is certainly not the case with either the men or the women who attended the College of Agriculture of Louisiana State University. Of the 95 women included in this study, 78, or 82.1 percent, were married. Two individuals, or 2.1 percent, were widowed, 4.2 percent were divorced, and 11 women, or 11.6 percent were single. Ninety-seven percent of the 567 men were married, only two men, or 0.3 percent, were widowed, and 5, or 0.9 percent, were divorced. These data on marital status are summarized in Table LVI.

TABLE LVI

MARITAL STATUS OF GRADUATES

	Total Number Reporting	Single		Married		Widowed		Divorced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Women	95	11	11.6	78	82.1	2	2.1	4	4.2
Men	567	10	1.8	550	97.0	2	0.3	5	0.9
Total	662	21	3.2	628	94.9	4	0.6	9	1.3

[1] Babcock, op. cit., p. 11.

Only 45.7 percent of the women and 68.7 percent of the men in Babcock's sample of the nation's graduates were married as compared with 82.1 percent of the women and 97.0 percent of the men in this Louisiana group.[2] A number of graduates under 30 years of age somewhat reduced the percent of married people in Babcock's results. However, it should be pointed out that in none of the age groupings made by Babcock were the proportions of men and women who were married as great as were indicated by the results of this study. Havemann and West reported that, as of 1947, 13 percent of the men college graduates of the United States from 30 to 39 years of age and 6 percent of the men graduates over 40 years of age were unmarried.[3] These authors also stated that 22 percent of the women graduates from 30 to 39, which roughly corresponds to the age of the women in this study, had never been married.[4]

From these comparisons it seems safe to assume that although other college alumni of the nation may be willing to allow academic matters to interfere with marriage, graduates of the College of Agriculture of Louisiana State University are not so inclined. This fact is further emphasized when marriage rates of these graduates are compared with that of comparable age groups in the general population of the State of Louisiana. According to calculations based on the results of the 1940 census,[5] 83

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[2]Babcock, op. cit., p. 13.

[3]Havemann and West, op. cit., p. 40.

[4]Ibid., p. 62.

[5]United States Bureau of the Census, "Population - Characteristics by Age," Sixteenth Census of the United States: 1940, Vol. IV, Part 2. (Washington, D.C.: United States Government Printing Office, 1943), p. 892.

percent of men in Louisiana from 30 to 39 years of age, inclusive, were married. Fourteen and seven-tenths percent were single, 1.0 percent were widowed and 1.3 percent were divorced. Thus, in comparison with these somewhat out-of-date figures, male graduates of the College of Agriculture were married in greater proportion and were widowed or divorced to a less extent than was a comparable group in the general population.

Similar statistics for women of Louisiana from 30 to 39 years of age, inclusive, indicated that 82.8 percent were married, 11.3 percent single, 3.7 percent widowed and 2.1 percent divorced. Data presented in Table LVI gave evidence that 0.7 percent less of the women graduates of the College of Agriculture were married, 0.3 percent more were single, 1.6 percent less were widowed, and 2.1 percent more were divorced than was true of the comparable female population of the State.

Data in Table LVII compares the rate of marriage among the various classes included in this investigation. No appreciable difference between the classes existed. Only in the cases of the last two groups to receive their degrees were as many as 4 percent of the graduates unmarried. All graduates in four of the ten classes were or had been married. No graduates of three classes were in divorced status at the time the questionnaires were completed and no more than two members of any class were divorced.

A comparison of the marital status of the graduates who majored in the various academic fields of the College of Agriculture is presented in Table LVIII. The only group of graduates that varied to any considerable extent from those who studied in other fields was the home economics aggregation. More than 10 percent of those who majored in home economics were unmarried. All ex-students who completed the home economics curriculum

TABLE LVII

CLASS AND MARITAL STATUS

Class	Total Reporting	Single	Married	Widowed	Divorced
1931	34	0	34	0	0
1932	43	1	41	0	1
1933	35	1	32	1	1
1934	47	0	46	0	1
1935	56	0	56	0	0
1936	49	0	47	1	1
1937	60	2	57	0	1
1938	89	3	85	1	0
1939	94	6	86	0	2
1940	155	8	144	1	2
Total	662	21	628	4	9

were women and the lower marriage rate of college women has already been discussed.

In Tables LIX and LX are presented distributions of responses from graduates of the College of Agriculture sorted according to their present occupation and marital status and according to degrees held and marital status. Consideration of these tables in conjunction with those who have been presented previously in this chapter will impress the reader that uniformity and stability were predominant marital characteristics of these College of Agriculture graduates. Throughout all of these comparisons it will be found that regardless of occupation, degree held, curriculum studied, or graduating class, these ex-students were almost unanimously married. And, although the statistics provided did not give definite information on

TABLE LVIII

MAJOR AND MARITAL STATUS

Major Field	Total Reporting	Single	Married	Widowed	Divorced
Agricultural Economics	9	0	9	0	0
Agricultural Education	260	3	254	0	3
Agricultural Engineering	11	0	11	0	0
Agronomy	51	0	51	0	0
Animal Industry	52	2	49	0	1
Dairying	34	0	32	1	1
Forestry	91	2	88	0	1
General Agriculture	24	0	24	0	0
Home Economics	93	11	77	2	3
Horticulture	26	2	23	1	0
Industrial Education	11	1	10	0	0
Total	662	21	628	4	9

the number of these graduates who had been divorced, it seems likely that their marriages for the most part had been durable and constant for only a very small number were divorced at the time they responded to this survey. It should be emphasized in reference to Table LIX that teachers did not fail to marry as teachers are often popularly expected to do. And neither did researchers become so involved in their experiments that they neglected to look for a mate. No one occupational area brought with it increased marital difficulties as evidenced by an appreciably higher number of divorces. And, in reference to Table LX, pursuit of higher academic training did not necessitate the sacrifice of marriage opportunities as is sometimes supposed. In summary, it seems reasonable to assume that

TABLE LIX

PRESENT OCCUPATION AND MARITAL STATUS

Occupational Area	Total Reporting	Single	Married	Widowed	Divorced
Farming	40	2	38	0	0
Teaching	128	6	117	1	4
Agricultural Extension	61	4	56	1	0
Research	25	0	25	0	0
Administration	239	3	232	1	3
Other	169	6	160	1	2
Total	662	21	628	4	9

the programs of study in all curriculums of the College of Agriculture provided, in addition to professional training for occupational competence, the necessary background for stable, normal marriages.

These marriages were not quite as productive of children as were the marriages of the general population of the nation. And yet, there were no startling indications of race suicide among graduates of the College of Agriculture. In Babcock's study of college graduates during depression times, it was learned that the mean size of the families of men graduates was 3.22 individuals.[6] This would indicate an average number of children of about 1.22. Similar figures indicated that married college women had given birth to a mean of 1.13 children. By the time of Havemann and West's survey these figures had increased to 2.03 for men and 1.88 for women.[7] Married men graduates of the College of Agriculture of Louisiana

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[6]Babcock, op. cit., p. 66.

[7]Havemann and West, op. cit., p. 80.

TABLE LX

DEGREE AND MARITAL STATUS

Degree	Total Reporting	Single	Married	Widowed	Divorced
B. S. Only	520	18	492	4	6
M. S. Only	94	0	93	0	1
M. S. & Doctoral	20	0	20	0	0
Doctoral Only	8	1	6	0	1
M. Education	4	0	4	0	0
M. F.	8	0	8	0	0
M. A.	3	1	1	0	0
Other	5	1	4	0	0
Total	662	21	628	4	9

State University as represented by this sampling had exactly the number of children as did married men graduates in general. Women graduates of the College of Agriculture had slightly more children than did the average American female graduate. Married men alumni included in this investigation reported a mean of 2.03 children and the responses of the women indicated an average of 1.89 children. The 84 married women and 557 married men encompassed in this study had produced a total of 1,290 children. This was an average per married graduate, regardless of sex, of 2.01 offspring which means that these alumni were having sufficient progeny to replace themselves. Mean number of children per each graduate, including those who were not married, was 1.95. Of the 1,290 children the women

graduates were mothers of 159 and the men graduates fathered 1,131. Of the female ex-students who were married 14.3 percent had no children and 11.8 percent of the men were childless. The largest family was reported by a male graduate who had eight children. Two children families were recorded by 38.1 percent of the women and 36.4 percent of the men. Eleven and nine-tenths percent of the alumnae had given birth to four or more children while 11.7 percent of the male graduates had sired as many.

The preceding discussion was based on information summarized in Table LXI.

TABLE LXI

CHILDREN OF GRADUATES

	Total Reporting	Married at Some Time	Number of Children									
			0	1	2	3	4	5	6	7	8	Mean
Women	95	84	12	20	32	10	8	0	1	1	0	1.89
Men	567	557	66	115	203	108	47	12	5	0	1	2.03
Total	662	641	78	135	235	118	55	12	6	1	1	2.01

Data in Table LXII provides a comparison between the number of the children of graduates who studied in the various curriculums. Agricultural economics majors reported the fewest number of children with a mean of 1.78. Dairying graduates with a mean of 2.14 had produced the largest families. The mean number of children of the agricultural economics, agricultural engineering, home economics, and industrial education majors were the only instances which varied appreciably below the mean of the entire sample. The number of individuals included in this study who graduated in agricultural economics, agricultural engineering, and industrial education

TABLE LXII

CHILDREN OF GRADUATES DISTRIBUTED BY MAJOR FIELD

Major Field	Total Reporting	Single	Married at some time	Number of Children									Mean Number of Children
				0	1	2	3	4	5	6	7	8	
Agri. Economics	9	0	9	1	2	5	0	1	0	0	0	0	1.78
Agri. Education	260	3	257	32	59	85	48	22	7	3	0	1	2.03
Agri. Engineering	11	0	11	1	3	5	0	2	0	0	0	0	1.91
Agronomy	51	0	51	6	13	16	11	2	2	1	0	0	2.00
Animal Industry	52	2	50	4	10	18	13	4	1	0	0	0	2.12
Dairying	34	0	34	5	2	15	7	5	0	0	0	0	2.14
Forestry	91	2	89	11	14	38	18	7	1	0	0	0	1.99
General Agric.	24	0	24	2	6	8	5	2	0	1	0	0	2.13
Home Economics	93	11	82	12	19	31	10	8	0	1	1	0	1.90
Horticulture	26	2	24	2	5	11	4	1	1	0	0	0	2.00
Indus. Education	11	1	10	2	2	3	2	1	0	0	0	0	1.80
Total	662	21	641	78	135	235	118	55	12	6	1	1	2.01

was so small that it cannot be positively said that students who study in these fields have less children than other majors of the College of Agriculture. The small number of children produced by home economics alumni is quickly explained in light of previous discussions by reference to the fact that alumni in this field were all women.

Additional college or university study toward advanced degrees had some effect on the size of families of College of Agriculture graduates as is shown by information in Table LXIII. Alumni who had received no advanced degree reported a mean of 2.04 children. One hundred and nine ex-students who had been awarded Master's degrees had produced a mean average of 1.89 children and the number of children reported by recipients of Doctor's degrees was further reduced to 1.82. This is at least an indication that graduates forego additional children in order to attain higher academic training.

TABLE LXIII

DEGREE AND NUMBER OF CHILDREN

Degree	Total Reporting	Married at some Time	Number of Children									Mean
			0	1	2	3	4	5	6	7	8	
B.S. Only	520	502	56	106	189	91	41	12	6	1	0	2.04
Master's Only	110	109	17	23	35	22	10	0	0	0	1	1.89
Doctoral	28	27	5	5	10	4	3	0	0	0	0	1.82
Other	4	3	0	1	1	1	0	0	0	0	0	2.00

One aspect of the lives of many of these graduates and part of their performance as citizens was their contribution to the national well-being through military service. Of the 662 alumni responding to the questionnaire, 283 or 42.7 percent had been on active duty with one of the branches of the armed services since graduating from Louisiana State University and Agricultural and Mechanical College. A summary of this service by classes is presented in Table LXIV. In spite of the long military tradition of Louisiana State University none of the alumnae included in this group served in the armed services. In contrast, 49.7 percent of the men of these classes contributed some part of their years to the military posture of the country. And certainly not to be forgotten, in this discussion of the extent to which College of Agriculture alumni have met their personal responsibilities as citizens is that more than a score of the members of the classes of 1931 through 1940 who sacrificed their lives in World War II.

As indicated by data in Table LXIV, of those graduates who entered military service, 94.3 percent were on duty two years or more. The largest group, 91 or almost one out of three was in service for approximately four years. More than 75 percent of those with military experience served from three to five years. Twenty-two individuals have served nine or more years since graduating. These statements give evidence to a fact that needs little substantiation - many of these men gave a measure of service far and beyond what was required on any "draft" or compulsory basis. Fifteen alumni went directly to active duty upon graduation. As has been previously reported, 27 class members stated that they were in military service at the present

TABLE LXIV

MILITARY SERVICE SINCE GRADUATION

Class	No Military Service	Years of Military Service									Number Who Served	Percent Who Served
		1	2	3	4	5	6	7	8	9		
1931	27	0	0	2	2	2	0	0	0	1	7	20.6
1932	33	0	3	4	1	1	0	0	0	1	10	23.3
1933	24	1	3	1	6	0	0	0	0	0	11	31.4
1934	33	2	2	4	3	2	1	0	0	0	14	29.8
1935	34	1	3	4	7	3	0	0	0	4	22	39.3
1936	29	0	3	4	9	3	0	1	0	0	20	40.8
1937	37	2	2	5	5	5	1	1	0	2	23	38.4
1938	53	1	5	5	13	6	2	0	2	2	36	40.4
1939	47	4	2	12	17	9	2	0	0	1	47	50.0
1940	62	3	12	25	24	18	5	2	1	3	93	61.9
Total	379	14	35	66	87	49	11	4	3	14	283	42.8

time. Some of this number were following military careers and others had been recalled to duty as a result of the Korean War. Some graduates were on duty in Korea when the questionnaires were mailed. At least one member of the classes included in this investigation had been killed in the fighting in Korea.

Alumni entered all branches of the service. No exact count was made of the number who served in each branch. However, of 84 ex-students whose positions immediately previous to their present one was in the armed forces, 48 were in the army and 16 were in the air force or its predecessor, the army air force. Nine were with the navy, marines, or coast guard and 11 did not indicate with which branch of service they had been affiliated. Of 99 graduates whose second-past position was in the armed forces 59 were in the army, 16 in the air force, 17 in the navy, marines or coast guard, and 7 did not tell their branch of service. If computations based on these two sets of figures are representative of the entire group, then 64.8 percent of the alumni served in the army, 19.4 percent were in the air force or the army air corps, and 15.8 percent joined the navy, marines, or coast guard.

As could be anticipated, the younger men in the last two classes were the ones who went to war in greatest proportion. Of the Class of 1940, 61.9 percent and, of the Class of 1939, 50.0 percent were in military service. This does not take into account the fact that 18.7 percent of the 1940 group and 20.2 percent of the 1939 class were women. This means that a very large proportion of the men of these two classes were in the war. In addition, the next youngest five classes, 1935, 1936,

1937, and 1938 contributed approximately forty percent of their members to the armed forces. From 20 to 30 percent of the first three classes to graduate saw such duty.

The effect of duty in the armed services on marital status is shown by data presented in Table LXV. If these graduates took part in the war-time rush into marriage, they apparently did so successfully. Only three of the 283 men who were, or had been members of the armed services were divorced at the time the questionnaires were returned.

TABLE LXV

MILITARY SERVICE AND MARITAL STATUS

Years of Military Service	Total Reporting	Single	Married	Widowed	Divorced
None	379	13	358	2	6
1	14	1	12	1	0
2	35	1	33	0	1
3	66	3	63	0	0
4	87	2	82	1	2
5	49	1	48	0	0
6	11	0	11	0	0
7	4	0	4	0	0
8	3	0	3	0	0
9	14	0	14	0	0

Only eight of these alumni were unmarried. Of the 31 graduates who had served in the military organizations for six years or more not one was still unmarried and not one reported that he was divorced. A slightly higher proportion of those who had not been in the armed forces were single or divorced. However, it seems safe to contribute almost all of this difference to the fact that the women graduates were included in

this non-veteran group. These statistics emphasize again the soundness of the training given in the College of Agriculture for stable personal living and for contributory citizenship.

Apparently, military service had an adverse effect on the size of the families of those who served. As shown by data in Table LXVI, non-veterans had produced a mean of 2.20 children while the veterans had only 1.76 children. This is in spite of the fact that the non-veteran group included 95 alumnae who consistently averaged a smaller number of children than did the men graduates. When only the men in the non-veteran group were compared with the veterans, the comparative mean average number of children was 2.38 as opposed to the 1.76 named above for the military group. Thirty-eight or 13.8 percent of the married veterans had no children while 28 or 10.3 percent of their counterparts who did not go to war had produced no offspring.

Veteran and non-veteran graduates had been awarded Master's degrees in almost exactly equal proportions. Calculations based on data presented in Table LXVII indicate that 19.7 percent of the alumni who had been on active military duty since graduating had received Master's degrees as compared with 19.6 percent of those who had not had such duty. A contrast between the two groups is the fact that 6.3 percent of the veterans had earned Doctor's degrees as compared with 2.9 percent of the non-veteran aggregation. Most graduate study on the part of ex-service men was carried on by those who spent three or four years in the service. At the time the questionnaires were returned no Doctoral degree had been awarded to an ex-student of these ten classes who had spent more than four years in military service.

TABLE LXVI

MILITARY SERVICE AND NUMBER OF CHILDREN

Years of Military Service	Total Reporting	Married at Some Time	Number of Children									Mean
			0	1	2	3	4	5	6	7	8	
None	379	366	41	67	121	78	43	9	5	1	1	2.20
1	104	13	3	6	0	3	1	0	0	0	0	
2	35	34	1	8	17	5	2	1	0	0	0	
3	66	63	11	21	22	7	1	1	0	0	0	
4	87	85	13	19	38	11	4	0	0	0	0	
5	49	48	6	8	22	9	2	0	1	0	0	
6	11	11	1	1	7	1	1	0	0	0	0	
7	4	4	0	3	1	0	0	0	0	0	0	
8	3	3	1	0	2	0	0	0	0	0	0	
9	14	14	1	2	5	4	1	1	0	0	0	
Sub-Total Military	284	275	37	68	114	40	12	3	1	0	0	1.76
Total	662	641	78	135	235	118	55	12	6	1	1	2.01

TABLE LXVII

MILITARY SERVICE AND ADVANCED DEGREES

Years of Military Service	Total Reporting	Master's Degrees	Doctor's Degrees
None	379	74	10
1	14	1	1
2	35	7	3
3	66	20	5
4	87	17	9
5	49	8	0
6	11	2	0
7	4	1	0
8	3	0	0
9	14	0	0

As represented by alumni studied in this investigation, graduates of the College of Agriculture seem to lead stable personal lives. An overwhelming proportion were married and, so far as indicated by divorce percentages, these marriages were apparently successful. Alumni did not have as many children on the average as the general population but compared favorably with other college graduates. Greater percentages of women graduates were single or divorced than were the men and had given birth to a smaller average number of children than had been sired by male graduates. However, these alumnae compared favorably with other college women of the country. Graduates who had earned advanced degrees and graduates who

served in the armed forces averaged fewer children than comparable members of their classes.

Slightly less than half of the men in this group had been members of the armed services since graduating but no women had served in such forces. Almost 95 percent of these men served two years or more. About two-thirds served in the army, one-fifth were members of the air force, and a few more than one-sixth of this group joined the navy, marines, or coast guard. Veterans and non-veterans had earned master's degrees in about the same proportion but a greater percentage of those who had served in the armed forces had been granted doctor's degrees.

CHAPTER VI

INCOME OF GRADUATES OF THE COLLEGE OF AGRICULTURE

From a financial standpoint, graduates of the College of Agriculture of Louisiana State University and Agricultural and Mechanical College included in this study have been successful to a substantial degree. This is apparent not only from the salary or income statistics summarized in Table LXVIII and the tables to follow in this chapter but also from perusal of the individual responses. Several students attached statements to their questionnaires in which they recounted with mingled pride and humility the story of their success since leaving Louisiana State University. Some of these accounts told of the financial distress of the individual when he presented himself for enrollment in the College of Agriculture and how, with the encouragement of the college officials and the aid of a part-time job on the university farm, he was able to make his way until graduation. Next, came a brief resume of his career or an outline of the growth of his business, a statement that "the Lord has been good" or "luck has been with me," and a final short note of appreciation to the college and its administration.

That such stories are not isolated incidents is evidenced by data presented in Table LXVIII. Of the 662 alumni considered in this investigation, 572 provided information on their annual salary or income. Included in the 90 for whom such figures were not available were many housewives who had no separate income of their own. The median annual salary or income

TABLE LXVIII

SALARY OR INCOME OF GRADUATES

Class	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
1931	27	0	2	9	8	3	1	2	1	1	5.313
1932	36	2	2	10	7	7	2	3	3	0	5.571
1933	34	0	2	8	9	4	9	0	0	2	5.778
1934	42	0	3	7	8	4	13	5	1	1	6.750
1935	51	0	5	13	14	4	9	2	3	1	5.536
1936	46	2	7	12	9	6	8	1	1	0	5.222
1937	56	3	6	13	11	8	10	2	2	1	5.545
1938	76	3	9	18	20	8	13	2	3	0	5.400
1939	76	3	13	23	10	9	10	3	3	2	4.957
1940	128	2	26	33	34	16	11	5	1	0	5.088
Total	572	15	75	146	130	69	86	25	18	8	5.385
Percent of Total		2.7	13.1	25.5	22.7	12.1	15.0	4.4	3.1	1.4	

of those who provided these data was $5,385. Havemann and West reported that in 1947 the median income of American men graduates was $4,689,[1] and Vermont's agricultural college graduates were earning $4,007 in 1946.[2] Certainly, at least part of the income advantage in favor of the Louisiana State University graduates was due to inflationary changes that took place between 1946 and 1951.

Calculations based on statistics released by Shepardson as a result of his study of the agricultural graduates of the Agricultural and Mechanical College of Texas indicate that the median annual salaries in 1950 of Classes of 1930 through 1939 of that institution was $6,322. This figure is most comparable to the annual salary or income of $5,524 for the male graduates of Louisiana State University as reported in Table LXIX. According to these figures the men included in Shepardson's study earned $798 per year more than did graduates involved in this investigation. However, compared with the average income of $3,300 received by Louisiana families in 1950 the graduates of the College of Agriculture enjoyed financial success to a substantial degree.[3] Total income payments to the average individual Louisianian with an income source was $2,647 during this same year.[4] Without any attempt to place a definite dollar and cents

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[1]Havemann and West, op. cit., p. 26.

[2]Carter and Fenix, op. cit., p. 8.

[3]United States Bureau of Census, Current Population Reports - Consumer Income (Processed Bulletin. Washington, D. C.: Government Printing Office, March 25, 1952), p. 25.

[4]United States Office of Business Economics, Survey of Current Business. Vol. XXX, Number 8 (Washington, D. C.: Government Printing Office, August, 1950), p. 19.

TABLE LXIX

SALARY OR INCOME OF MEN AND WOMEN GRADUATES

Sex	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
Women	45	10	21	8	3	0	1	2	0	0	3.595
Men	527	5	54	138	127	69	85	23	18	8	5.524
Total	572	15	75	146	130	69	86	25	18	8	

value on the training received in College of Agriculture, these statistics are sufficient to reaffirm the fact that such education usually brings financial gain and a higher standard of living to its graduates.

The largest group of these alumni, 146 individuals or 25.5 percent, earned from $4,000 to $4,999 per year. The next largest number, 130 graduates or 22.7 percent, had annual incomes of from $5,000 to $5,999. Salaries above $6,000 were received by 206, or 36 percent, of the alumni. This group included eight invididuals who reported incomes exceeding $25,000 annually. Seventy-five graduates, or 13.1 percent, of the graduates earned $3,000 to $3,999 annually and 15, or 2.8 percent listed incomes of less than $3,000 per year.

The ten classes varied considerably in the financial compensation of their members. The Class of 1934 had the highest median income with that figure reaching $6,750. The comparable lowest number was $4,957 and belonged to the Class of 1939. Calculations based on statistics presented in Table LXVIII resulted in the conclusion that the median salaries of agricultural graduates increase as the period since completing undergraduate work lengthens. Median income of the earliest five classes combined was $5,696 as compared with a median of $5,214 for the five groups who received their Bachelor of Science degrees most recently.

Data in Table LXIX compared the annual financial gain of men and women graduates. The mean annual salary or income of 527 men was $5,524 while that of 45 women was $3,595. As can be determined from observation of the remaining tables presented in this chapter, this variation in income according to sex was greater than that which existed in connection

with almost any other factor studied. The sex of the graduates was a greater determinant of income than was year of graduation, field of major study, advanced degrees held, first occupational field, or present occupation. Of course, this conclusion is in keeping with the results of practically every related study reviewed in Chapter II. It should be pointed out that a number of the alumnae whose incomes are reported here were wives whose family responsibilities did not allow them to seek the work for which they were best trained and which would have been more remunerative.

Information on the variation of income according to the major field of undergraduate study is revealed in Table LXX. Animal industry majors were the highest paid group with a median income of $7,964 per year. The small agricultural engineering aggregation was second, with a figure of $7,750. Other majors were ranked in this order: agricultural economics, $6,500; forestry, $5,925; industrial education, $5,750; agronomy, $5,714; general agriculture, $5,500; horticulture, $5,300; dairying, $5,250; agricultural education, $5,156; and home economics, $3,567. The fact that all home economics graduates were women explains that group's low income. As has been mentioned elsewhere in this study, statistics based on the extremely small number of agricultural economics, agricultural engineering, and industrial education graduates should not be expected to be as reliable as those based on the larger samples.

The monetary rewards that College of Agriculture graduates were receiving for advanced degrees are indicated by data in Table LXXI. The median income of those who possessed Bachelor of Science degrees only

TABLE LXX

MAJOR FIELD OF GRADUATES AND SALARY OR INCOME

Major Field	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
Agri. Economics	9	1	1	1	1	1	3	0	0	1	$6,500
Agri. Education	247	1	28	85	61	24	32	9	6	1	5,156
Agri. Engineering	10	0	0	0	2	2	4	0	2	0	7,750
Agronomy	46	0	4	9	14	7	6	4	1	1	5,714
Animal Industry	49	1	3	5	9	2	14	6	6	3	7,964
Dairying	31	0	3	10	10	4	4	0	0	0	5,250
Forestry	83	0	8	15	20	21	16	1	2	0	5,925
General Agriculture	21	1	2	6	3	5	2	1	0	1	5,500
Home Economics	44	10	21	8	3	0	1	1	0	0	3,567
Horticulture	23	1	3	6	5	1	3	2	1	1	5,300
Industrial Education	9	0	2	1	2	2	1	1	0	0	5,750
Total	572	15	75	146	130	69	86	25	18	8	5,385

TABLE LXXI

DEGREES AND SALARY OR INCOME

Degree	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
B. S.	445	13	68	111	93	49	72	19	13	7	$5,328
M. S.*	85	1	4	27	28	11	7	3	3	1	5,375
M. F.	8	0	0	2	1	5	0	0	0	0	6,200
Other Master's	5	0	1	0	2	0	1	0	1	0	5,500
Doctor's	25	1	0	5	6	4	5	3	1	0	6,125
Other Awards	4	0	3	1	0	0	0	0	0	0	3,667

*Does not include 20 recipients of Master of Science degrees who later earned Doctor's degrees.

was $5,328. The comparable figure for holders of the Master of Science and no doctor's degree was $5,375 or $47 per year more than that of the alumni with Bachelor's degrees. The eight men with Master of Forestry degrees earned $6,200 per year which was the highest median income of any degree group. Alumni who had been awarded Master's degrees of other types had a median annual income of $5,500. Twenty-five possessors of doctor's degrees revealed their salaries with an annual median figure of $6,125. These men earned $797 per year more than those with Bachelor of Science degrees only, $750 more than the Master of Science group, and $75 per year less than owners of Master of Forestry degrees. The median income of the doctor's was somewhat affected by the fact that one Doctor of Medicine was included who had not yet completed his specialized training and, as a consequence, was not receiving normal pay for his degree. The four individuals who had received such other awards since graduation as a Bachelor of Divinity, a Bachelor of Laws, a Social Welfare Certificate, and recognition as a Registered Nurse were earning an annual median income of only $3,667.

Graduates of the College of Agriculture of Louisiana State University and Agricultural and Mechanical College who found employment outside of Louisiana had greater incomes than those who remained within the state, as shown by data in Table LXXII. Four hundred and twenty-eight alumni who worked in Louisiana had a median salary or income of $5,182 per year. Those who lived in other states of the continental United States received $5,800, or an annual advantage of $618. Those ex-students who were employed in the territorial possessions of the United States earned $8,500 per year or

TABLE LXXII

LOCATION OF GRADUATES AND SALARY OR INCOME

Location	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
Louisiana	428	11	60	125	99	45	55	18	10	5	5,182
Other States	116	2	13	19	30	22	22	3	5	0	5,800
Territories	20	0	1	2	1	2	8	2	2	2	8,500
Other Countries	8	2	1	0	0	0	1	2	1	1	10,000

$3,318 more than those in the State of Louisiana. These graduates were, for the most part, natives of the territory in which they were working. The largest median annual salary of $10,000 was received by alumni who were inhabitants of foreign countries. However, the number involved here was only eight and was probably too small for comparisons with a high degree of reliability.

This phenomenon of ex-students who leave their college geographic area receiving more income is not limited to the graduates of the College of Agriculture of Louisiana State University. Havemann and West reported that 46 percent of American graduates who left their home states earned $5000 or more per year as opposed to 39 percent of the stay-at-homes.[5] Babcock found the same result in his study and discussed it as follows:

> In all but one instance, by age group and by parts of the country, it is the graduates who live outside of their college area who make the more money than those who stayed there. Why this is the case is anyone's guess, but each of several factors may contribute slightly to it: those who left their native section of the country and went to another for an education, later to return, may possibly represent the higher economic potential by reason of being the ones who had the most initiative, or went further to attend the better colleges, or simply who came from families of superior economic standing. And others who were educated in the region of their origin and later settled elsewhere may possibly be men inclined to look further for their opportunities rather than take what ever employment offered near to home. And still others may have migrated because they had positions of above-average responsibility (and pay) that called them elsewhere, which is not so likely to be the case with men doing routine jobs in the ranks anywhere.[6]

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[5] Havemann and West, op. cit., p. 237.

[6] Babcock, op. cit., p. 48.

The relationship between marital status and income is attested by evidence summarized in Table LXXIII. Married graduates had a median income of $5,444 per year as compared with $4,417 for those who had never been married and $4,000 and $3,900 for those who were widowed and divorced, respectively. The median income of all three groups combined who reported themselves not now in the connubial state was $4,313 or $1,131 per year less than that received by married graduates. Cognizance should be taken of the fact that there was a larger proportion of women in the unmarried combination and that this fact, within itself, tended to insure that the median income of the aggregation would be lower than that of the large number of married males.

The affinity between amount of income and number of children is examined in Table LXXIV. Alumni who were or had been married but possessed no children received a median income of $4,818 per year which was lower than that of any of the parent groups. Graduates with one child earned $5,219 per year or $401 more than those with no children. Alumni with two children families earned $262 above those with one child or a total of $5,477. Ex-students who were parents of three children had incomes of $5,759 or a $282 annual monetary advantage over those with two progeny. The numbers of graduates with four, five, six, seven, or eight children were much less than those with one, two, or three and the regular ascension of income in direct ratio to increased numbers of children was broken at this point. However, when all alumni with more than three children were combined to provide a total of 64 cases it was determined that the median income of all graduates who were parents of more than three children was $5,800 per

TABLE LXXIII

MARITAL STATUS AND SALARY OR INCOME

Marital Status	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
Single	19	1	6	6	2	0	0	2	1	1	$4,417
Married	540	13	63	138	126	69	86	21	17	7	5,444
Widowed	3	1	0	1	1	0	0	0	0	0	4,000
Divorced	9	0	5	1	1	0	0	2	0	0	3,900

TABLE LXXIV

INCOME AND NUMBER OF CHILDREN

Number of Children	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
0	72	2	16	22	13	10	6	3	0	0	$4,818
1	116	4	15	32	32	15	12	3	2	1	5,219
2	199	4	23	50	47	26	35	7	6	1	5,477
3	103	1	10	20	27	12	17	8	5	3	5,759
4	46	3	4	14	3	4	11	2	4	1	5,667
5	11	0	1	1	4	0	5	0	0	0	5,875
6	5	0	0	1	2	1	0	0	0	1	5,750
7	1	0	0	0	1	0	0	0	0	0	5,500
8	1	0	0	0	0	1	0	0	0	0	6,500

year. This is $41 more than the income of those with three children and may be some indication that salary or income continues to rise in proportion to the number of children. As has been mentioned earlier in this study, the second Time Incorporated investigation uncovered a definite relation between the income of American graduates and the size of family. The reporters of that investigation concluded, "It is obvious that the vast majority are practicing birth control, and that they tend to limit the size of their families by their incomes.."[7]

Annual financial rewards of veteran and non-veteran graduates are compared by data presented in Table LXXV. Veterans had not yet regained the loss of earning power caused by time away from their professions and were receiving less money. However, the difference was not great. Non-veterans had an annual median income of $5,543 as compared with one of $5,507 for men who had served in some branch of the armed forces. Veterans were grouped according to the number of years spent in service and a median income calculated for each combination but no intelligible pattern was discerned in the variation that resulted. Only men graduates were included in Table LXXV because no alumnae served in the armed forces and inclusion of their smaller salaries in the non-veteran group would have automatically forced its median under that of the veteran men.

Statistics in Table LXXVI present a consideration of the effect of the first choice of occupation on present salary or income of alumni. The men who started full-time farming immediately after graduation had a median income of $7,500 per year at the time the questionnaires were returned and

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[7]Havemann and West, op. cit., p. 50.

TABLE LXXV

MILITARY SERVICE AND SALARY OR INCOME

Men	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
No Military Service	259	3	25	70	58	30	45	13	8	7	$5,543
Military Service	268	2	29	68	69	39	40	10	10	1	$5,507

TABLE LXXVI

FIRST POSITION AND PRESENT INCOME OR SALARY OF GRADUATES

Occupational Field	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
Farming	34	0	2	6	5	3	6	5	4	3	$7,500
Teaching	245	10	44	80	48	19	28	10	5	1	4,856
Agricultural Extension	21	0	2	5	5	2	5	2	0	0	5,700
Research	12	0	1	2	2	2	1	3	0	1	6,500
Administrative	183	4	20	37	48	35	32	2	2	3	5,635
Non-Agricultural	76	0	5	15	22	9	12	6	6	1	5,818

were the highest paid category. Study of the individual responses from these graduates who started farming indicated that they were of two main types. A number were children of plantation-owning families who had probably been sent to college to prepare themselves to manage the families' holdings. The financial futures of some of these were reasonably assured when they enrolled in the College of Agriculture. Another group of graduates returned to small family farms immediately after graduation because they belonged to depression classes that finished college when few good employment opportunities were available. Several of these accepted professional agricultural positions in later years and have been quite successful. From an over-all standpoint, lack of funds for the initial high investments removed full-time farming from the realm of possible immediate occupations for many new graduates.

The small number of alumni who became research workers as soon as they received their Bachelor of Science degrees reported a median annual salary of $6,500. This income was exceeded only by the farming group. Graduates whose first occupations were in non-agricultural work received $5,818. Median annual salaries of other groupings according to their beginning occupational field were: agricultural extension, $5,700, administrative positions with governmental agencies and private concerns, $5,635, and teaching, $4,856. Ex-students included in this study whose first positions were in teaching were earning $529 per year less than were 572 ex-students as a group.

As shown by data in Table LXXVII, alumni of the College of Agriculture who operated farm land had incomes of $891 per year more than non-farm

TABLE LXXVII

SALARY OR INCOME AND OPERATION OF FARM LAND

Operators	Total Reporting	$3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $7,000	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
Own and Operate	136	2	12	20	32	23	25	9	8	5	$6,087
Rent and Operate	18	0	3	4	3	3	4	0	1	0	$5,667
All Farm Operators	154	2	15	24	35	26	29	9	9	5	$6,038
Non-Farm Operators	418	13	60	122	95	43	57	16	9	3	$5,147

operators. This increment was based on all of those who operated farm land regardless of the nature of their major occupation. The median annual income of farm operators was $6,038 as compared with $5,147 for non-farm operators. Graduates who owned and operated land earned $6,087 per year as opposed to $5,667 for those who rented the land that they operated.

The incomes of 657 graduates are distributed in Table LXXVIII according to their present occupations. Median of the incomes of 34 farmers was $9,100 which was the highest reported by any group. Three commercial agricultural employees had the second highest median annual income of $8,000. The median income of 109 alumni whose employment was classified in the "Other" category was $7,417. This group included industrial technicians, business and industrial managerial workers, members of the armed services, and others as previously explained. School teachers below the college level earned $4,411 annually which was the lowest median income received by any group. Other groups on the low end of the pay scale were commercial research workers, extension workers, and college teachers. Calculations based on statistics presented in Table LXXVIII indicate that 233 graduates employed by private enterprise had a median annual income of $6,838. In comparison, 339 alumni who were employed by some agency of federal, state, or local government received $4,877 per year. Cognizance should be taken of a slight inconsistency in these figures in that the small group of men now on duty with some branch of the armed services were included in the private enterprise classification. However, it seems apparent that such inclusion does not modify the conclusion that graduates employed by private enterprise had greater incomes than those employed by governmental agencies.

TABLE LXXVIII

SALARY OR INCOME OF GRADUATES DISTRIBUTED ACCORDING TO PRESENT OCCUPATION

Occupational Field	Total Reporting	Under $3,000	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 to $24,999	$25,000 Up	Median
Farmers	34	0	1	2	3	4	10	6	6	2	$9,100
College Teachers	17	0	1	7	7	1	0	1	0	0	5,071
School Teachers	105	5	29	45	15	5	5	1	0	0	4,411
Extension Workers	59	1	9	24	22	1	2	0	0	0	4,813
State & Federal Research Workers	14	0	0	7	5	1	0	0	1	0	5,000
Commercial Research Workers	9	1	2	2	0	2	1	0	1	0	4,750
College Administrators	10	0	0	1	3	4	2	0	0	0	6,250
U. S. D. A.	39	1	6	10	9	9	3	1	0	0	5,167
Agricultural Company Administrators	78	0	5	11	14	21	19	4	3	1	6,429
State & Local Government Workers	95	1	13	24	33	14	7	3	0	0	5,288
Commercial Agricultural Employees	3	0	0	0	1	0	1	0	0	1	8,000
Other	109	6	9	13	18	7	36	9	7	4	7,417

In summary, reasonable financial success had come to the graduates of the College of Agriculture selected for this study. Median salary or income for the entire group was $5,385 per year. Income of the earliest five classes was greater than that of those groups who graduated more recently. Greatest variation in income was in accordance with the sex of the graduate. The women earned $3,595 as compared with median annual income of $5,524 for the men. Highest pay went to graduates of the animal industry, agricultural engineering and agricultural economics curriculums with graduates in home economics, agricultural education, and dairying earning the least.

The increase in income which could be attributed to receipt of a master's degree was low except in the case of those who had earned Master of Forestry degrees. Possessors of this degree had the highest median income of any degree group including those who had been awarded doctor's degrees. Recipients of doctor's degrees earned $797 per year more than the Bachelor of Science group, $750 more than those who had been awarded Master of Science degrees and $75 per year less than possessors of Master of Forestry degrees.

Graduates who lived outside Louisiana earned more money than those who had remained within the state. Married alumni received greater salaries or income than those who were single, widowed, or divorced. There was a direct increase in income in connection with an increase in the number of children per graduate. Veterans earned slightly less than non-veteran male graduates. Alumni who went into full-time farming or accepted research positions immediately after graduation were receiving the highest median

salaries or income at the present time. Lowest median annual salaries were being earned by those whose first employment was in teaching. Graduates who were operating farm land either as a major or supplementary occupation were receiving more money than those who did not operate land.

Full-time farmers were receiving the highest income of any occupational group at the present. Commercial agricultural employees and "Other" non-agricultural workers were receiving the next highest incomes. School teachers, commercial research workers, extension workers, and college teachers received the lowest pay. Graduates employed in private enterprises had higher incomes than those employed by governmental agencies.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Summary

1. Approximately 40 percent of the graduates of this period chose agricultural education as their field of major study and the next largest groups studied home economics and forestry.

2. Of 662 graduates studied, 567 were men and 95 were women. Only two women majored in any curriculum other than home economics.

3. Of these alumni of the College of Agriculture of Louisiana State University and Agricultural and Mechanical College, 73.4 percent lived in Louisiana. Approximately 22 percent were residing in other states of the United States and lesser percentages were located in the territories or territorial possessions of the United States or in foreign countries.

4. Approximately 21 percent of the graduates studied had earned an advanced degree or a comparable award since receiving the Bachelor of Science degree from the College of Agriculture.

5. Teaching was the first occupation of 44.3 percent of these graduates.

6. Alumni tended to leave original positions in teaching or with agencies of the United States Department of Agriculture and to find employment in business and industry, in local and state government, and in educational administration.

7. Only a small percentage of these graduates of the College of Agriculture engaged in full-time farming but more than one-fourth were operators of farm land. Beef cattle production was the enterprise emphasized most in the farming programs of part-time and full-time farmers.

8. Most graduates of the College of Agriculture had contacted stable and lasting marriages. Women graduates were single, widowed, and divorced in greater proportion than men but compared favorably with other American college women. Men graduates averaged more children per family than women graduates.

9. Forty-nine and seven-tenths of the men in this group had served in the armed forces but no women had so served. Veterans and non-veterans had earned master's degrees in about the same proportion but a greater percentage of the veterans had been granted doctor's degrees.

10. Median yearly salary or income of the graduates studied was $5,385. Women graduates earned $3,595 annually as compared with $5,525 earned by the men.

11. Highest pay went to graduates of the animal industry, agricultural engineering and agricultural economics curriculums with graduates in home economics, agricultural education, and dairying having the lowest incomes.

12. The median annual income of graduates possessing Master of Science degrees was $47 more than that of those holding Bachelor of Science degrees only. Recipients of doctors' degrees earned $797 per year more than the Bachelor of Science group, $750 more than those who had been awarded Master of Science degrees, and $75 per year less than possessors

of Master of Forestry degrees. Those who had received Master of Forestry degrees were highest paid of any degree group.

13. Graduates who lived outside of Louisiana received more money than those who had remained in the state.

14. Married alumni received larger salaries or income than those who were single, widowed, or divorced. There was a direct increase in income in connection with an increase in the number of children per graduate.

15. Veterans earned slightly less than non-veterans.

16. Alumni who went into full-time farming or accepted research positions immediately after graduation were receiving the highest median salaries. Lowest salaries were being earned by those whose first employment was in teaching.

17. Graduates who were operating farm land had higher incomes than those who did not operate land.

18. Highest paid occupational groups were full-time farmers, commercial agricultural employees, and non-agricultural workers.

Conclusions

1. Most graduates have established stable families and personal lives. The contribution of male alumni to the military strength of the country has been considerable. Examination of individual responses indicated that a number of graduates have served in state legislative bodies, on draft boards, as mayors and police jurors, and in other positions of civic responsibility or public service. A larger percentage of

the group was presently engaged in educational, agricultural, or governmental work of significance to the general public of the United States.

> Graduates of the various curriculums of the College of Agriculture of Louisiana State University and Agricultural and Mechanical College are effective and contributory citizens of the communities, states, and nations in which they reside.

2. One graduate out of each five had completed the requirements for a graduate degree. No appreciable trend toward receipt of advanced degrees by a higher percentage of the members of the later classes was evident. The larger number of graduate degrees were awarded by Louisiana State University and the most prevalent degree was the Master of Science. Twenty-eight doctor's degrees had been bestowed on these alumni. Of this number, 10 degrees had been awarded by Cornell University and five by Louisiana State University.

> Instruction received in the College of Agriculture becomes the basis and inspiration for additional graduate study by a considerable proportion of College of Agriculture graduates. The largest number of these alumni who do sufficient graduate work to be awarded advanced degrees receive such degrees from the Graduate School of Louisiana State University. For this reason, the quality of the post-graduate education of alumni of the College of Agriculture is largely dependent on the level of development of that Graduate School.

3. Only a small percentage of the graduates studied had become full-time farmers but more than one-fourth were actively operating farm land. Most graduates entered occupations after graduation of an agricultural or educational nature which were closely related to their undergraduate study in the College of Agriculture. Ten to twenty years later, positions held by graduates were considerably different from the initial

ones but, in the large majority of cases, were also related to undergraduate study in the College of Agriculture. A considerable percentage of graduates whose major occupation was in non-agricultural business or industry were farming as a supplementary activity.

> Most graduates of the College of Agriculture were engaged in occupational activities closely related to their undergraduate study in the College of Agriculture.

4. Compared with other salary and wage earners of Louisiana and with considerable numbers of other college graduates, these alumni were receiving substantial incomes. These incomes constituted one type of evaluation of their services to society. Graduates who had become full-time farmers were doing especially well financially. Alumni working in private enterprises, either for themselves or others, received higher monetary rewards for their services than those who were employed by governmental or educational agencies.

> The training that these graduates received in the College of Agriculture was judged to be of economic value by society. Such training was valued higher by private enterprise than by governmental and educational activities. At least part of the graduates who remain in governmental and educational work may be making a financial sacrifice in order to do so.

5. Graduates of the College of Agriculture residing in the Caribbean area were following careers closely paralleling those living in Louisiana. In a number of cases, their professional advancement was more rapid than that of alumni working in the continental United States. There were several individual indications that these graduates were appreciative and loyal ex-students of Louisiana State University.

The contribution that the College of Agriculture can make to the development of the Caribbean area is an important aspect of its field of service. Encouragement of students from this area to enroll in Louisiana State University should be continued.

6. Dr. John Hannah, President of Michigan State College, has said,

> Times change, administrations change, social outlooks change and problems change, but the objective of the Land-Grant institutions remains the same: To train enlightened citizens capable of performing their day-to-day tasks capably and efficiently and to provide those services which contribute to our common progress.[1]

Embodied in the lives and careers of the graduates studied in this investigation is evidence that the College of Agriculture of Louisiana State University and Agricultural and Mechanical College has labored faithfully and effectively to meet its responsibility as part of a Land-Grant institution.

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[1] "Our Debt to the Land-Grant College," Country Gentleman, CXXII, No. 7 (July, 1952), 88.

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APPENDIX A

LOUISIANA STATE UNIVERSITY
and
AGRICULTURAL AND MECHANICAL COLLEGE
University Station
Baton Rouge, Louisiana

Office of the Dean
College of Agriculture
Extension - Research
Teaching

May 3, 1951

Dear Alumnus:

In order that we may have information to aid us in planning and evaluating our work here in the College of Agriculture of Louisiana State University we are studying the occupational histories of the Classes of 1931 through 1940. We also hope to regain contact with some of the graduates of these classes who has "drifted far" in the hectic years since they left this campus. We remember with pleasure our association with the members of these prewar groups and we feel that they have made a worthy contribution to Louisiana, to our national life, and to the world in which we life.

Please help us to substantiate this belief by completing the enclosed form and returning it to the College of Agriculture in the envelope provided.

Sincerely yours,

J. G. Lee, Jr., Dean
College of Agriculture

JGL:see

Enclosure

APPENDIX B

Name_____ Date of Birth_____

Degrees (Date, Institution, and Major Field)_____

_____

Present Address_____

Present Position_____

Date of Acceptance of Present Position_____

Former Positions and Dates (Please account for years since graduation starting with first position after graduation and including time spent in military service or advanced study.)

Example: Aug. '31 - July '32 VoAg Teacher Quitman, La.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marital Status_____ Number of Children_____

Own and Operate Farm Land?_____ Number of Acres_____

Rent and Operate Farm Land?_____ Number of Acres_____

If farming, indicate type_____

*Present Salary or Income_____

*This information will be appreciated and will not appear individually but in group summaries only.

APPENDIX C

LOUISIANA STATE UNIVERSITY
and
AGRICULTURAL AND MECHANICAL COLLEGE
University Station
Baton Rouge, Louisiana

Office of the Dean
College of Agriculture
Extension - Research
Teaching

September 20, 1951

Dear Alumnus:

This is to remind you that we have not yet received the information on your activities since leaving Louisiana State University which we requested some weeks ago. We are enclosing another copy of the questionnaire and will greatly appreciate it if you will take a few minutes to fill in the inquiry and return it to us. We have returns from the majority of the College of Agriculture graduates of the classes of 1931 through 1940 but our summary will not be complete without information from you.

Thank you for your kindness in this matter.

Sincerely yours,

J. G. Lee, Jr., Dean
College of Agriculture

JGL:see

BIOGRAPHY

John Webb Jones was born November 17, 1920, at Howland, Texas, the son of Mr. and Mrs. R. L. Jones. He was reared on cotton and dairy farms at Howland and Detroit, Texas. He graduated from Detroit High School in 1937. He was an active F.F.A. member in high school, and was awarded the Lone Star (State Farmer) degree in 1937.

Paris Junior College was the site of his first two college years. In junior college, he was a member of the college debating teams, Laboratory Assistant in Biology, and Circulation Manager of the college newspaper. In September 1939, he enrolled in Sam Houston State Teachers College, Huntsville, Texas. At Sam Houston he was a member of Pi Kappa Delta (debating), Kappa Delta Pi (education), Alpha Chi (scholastic), and was president of the Sam Houston Collegiate Chapter of Future Farmers of America. He received his Bachelor of Science Degree and Smith-Hughes Certification in 1941.

In August of 1941, he accepted a job as teacher of Vocational Agriculture at Fluvanna High School, Fluvanna, Texas, and taught there until enlistment in the United States Navy in August, 1942. Upon entering the Navy as an Apprentice Seaman and completion of "boot training" at San Diego, he was sent to Aviation Metalsmith School at Norman, Oklahoma. After completing this training, he was retained at Norman as an instructor in the school and remained as an instructor or a supervisor until ordered to Midshipmen School at Notre Dame, Indiana in February 1944. When commissioned, he was ordered to sea duty and remained at such duty until released in March of 1946.

In April of 1946, he accepted a position as veterans' vocational agriculture teacher at Paris Junior College, Paris, Texas. In April of 1947, he was employed by the Bell County Vocation School at Temple, Texas, and in August of that year received his Master of Arts degree from Sam Houston State Teachers College. He was Supervisor of veterans' vocational agriculture in Bell County until April of 1948, when he went to Sam Houston State Teachers College as Itinerant Teacher Trainer in the Agricultural Education Department. He held this job until enrolling in Louisiana State University in September, 1950.

At Louisiana State University he was Graduate Assistant in the Agricultural Education Department and Adviser to the Collegiate Chapter of the Future Farmers of America and Alpha Tau Alpha. He was a member of Phi Delta Kappa, Alpha Tau Alpha, and Alpha Zeta.

EXAMINATION AND THESIS REPORT

Candidate: J. Webb Jones

Major Field: Vocational Agricultural Education

Title of Thesis: An Occupational Study of the Graduates of the College of Agriculture Louisiana State University and Agricultural and Mechanical College, 1931-40

Approved:

Major Professor and Chairman

Acting Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

July 30, 1952